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ABSTRACT

The survey of the professional continuing education needs and interests of Illinois public and private community college library/learning resource center personnel which is summarized was conducted by the Illinois Library Association in conjunction with the development of better continuing education programs for its membership. Major findings indicate interest in continuing education is fostered by operational changes in libraries, a need for improved communication for input on library planning, development of activities for adult learners, and development of technical skills relating to use of new equipment and techniques. Data collected, which should assist in program development of continuing education activities, include extent of previous continuing education involvement, educational formats most effective for professional development, types of programs preferred, incentives for participation, and obstacles to participation. This summary report also includes a review of the literature on continuing professional education, study methodology and a sample questionnaire, data analysis procedures, a presentation of specific findings, and analyses of responses by personnel type and age group. Appendices include lists of participating community colleges and administrative and technical tasks of personnel. A bibliography is included. (Author/MBR)

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SUMMARY REPORT

A STUDY OF THE CONTINUING EDUCATION INTERESTS OF ILLINOIS COMMUNITY COLLEGE LIBRARY AND LEARNING RESOURCE CENTER PERSONNEL

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Office for the Study of
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July, 1976

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I. INTRODUCTION

During the past two years the Illinois Library Association (ILA) has become increasingly aware of the need to provide leadership in the development of more and better continuing education programs for its membership. As a direct result of the ILA goal to, "Increase their (member librarian) professional competence at any stage in their career," a committee on Continuing Education for Librarianship was formed with a mandate to ascertain the continuing education needs of the ILA membership and suggest possible educational programs to meet those needs.

In conjunction with that mandate and after extensive consultation and assistance from Alan B. Knox, Director of Continuing Education and Public Service, University of Illinois, Mrs. Deane Hill, Director, Learning Resource Center, Lincoln Land Community College, and Lucille Wert, Director of Library Research Center, University of Illinois at Urbana-Champaign, Robert Means, research associate from the Office for the Study of Continuing Professional Education, University of Illinois, pilot-tested and then conducted a survey of the continuing education interests of all types of public and private community college library/learning resouce center (LRC) personnel in Illinois. The study was conducted in late May and early June of 1974 with final questionnaires returned by the first part of July. The major findings and their implications for use in developing continuing education programs of all types of community college/LRC personnel are presented in the summary report that follows.

Note: Persons interested in the technical report from which this summary report is derived should make a request to Robert Means, Office for the Study of Continuing Professional Education, 130 Education Building, Urbana, Illinois, 61801.

II. BRIEF SUMMARY OF MAJOR STUDY FINDINGS

The intent of the study of community college library/LRC personnel interests in continuing education was to provide individuals, libraries/LRC's and professional library associations with information on personnel preferences for continuing education activities related to their job tasks and information that would assist program planners in the development of these educational activities.

The statements that follow represent a brief summary of the major study. The following were most frequently mentioned as personnels' interests in continuing education:

1. Develop administrative, management and supervisory techniques that address operational changes in the library/LRC, as a result of the addition of new service components (e.g., media services, learning skills center), acquisition of new information resources and technology and new staff.

2. Improve communication amongst all level of personnel for purposes of providing inputs on short and long range planning of library/LRC services.

3. Develop activities to improve personnel understanding of adult learners (i.e., educational needs and types of information most suitable for adult learners).

4. Discuss processes used to develop learning experiences for adults. (e.g., how to assess adult needs, develop learning experiences and evaluate activities for adults).

5. Develop technical skills related to the use and maintenance of new equipment, new cataloging techniques, and evaluation of materials and services.

In addition, our study findings indicate some distinct differences noted in continuing education interests of respondents attributable to type(s) of personnel (i.e., head administrators, media specialists, etc.) and age groups (i.e., 37 and younger, 38 and older).

Data collected from respondents that should assist the program plan in developing continuing education activities in which personnel are likely to participate includes:

1. Extent of Previous Continuing Education Involvement (i.e., past 12 months): Involvement of most types of personnel was confined to inservice training (22% of respondents) and workshops, seminars, institutes (27% of respondents, with most being administrators).

2. Educational Formats Most Effective for Professional Development: Personnel indicate dialogue with peers in their work setting, listening to experts in one's field talk about improving practitioner performance and self-directed learning (e.g., reading books) are the educational formats they find most effective for their professional development.

3. Types of Programs Preferred: Workshops, institutes, and seminars, one to three days in duration, degree programs offered in the evening; and discussion groups with fellow personnel are the types of continuing education activities preferred by personnel.

4. Incentives for Participation: Personnel feel that the continuing education activity should lead to improved job performance and satisfaction; that activities have to be located in close proximity to one's work setting; and that rewards for participation (e.g., higher salaries payment of tuition and fees upon course completion) have to be available.

5. Obstacles to Participation: Personnel indicate not having enough time away from the job to engage in continuing education activities, not having the financial resources to pay for activities and lack of knowledge of what is available (content) and where it is being offered are the major obstacles to their participation in continuing education activities.

The more detailed presentation of findings and their implications for the development of continuing education programs for community college library LCRC personnel are presented on pages 19 to 61 of this report.

III. RATIONALE FOR STUDY:

A. Why Continuing Education for Library/LRC Personnel

The notion of education as life-long process is fast becoming a reality in a rapidly changing society. In a social environment of rapid scientific and technological change, it has been mandatory for professionals to "continue to increase their knowledge and competence in a systematic and sustained way" (Knox, 1968) so as to assist people in society to better narrow the gap between available knowledge and its effective application to assist in solving individual, group, and community problems.

The role of the professional requires adaptation in an ever-changing complex social milieu. McGothlin (1971) contends that the professional is part of a dynamic movement involving a continuous process of professionalization which Houle (1967) states requires engagement in continuing education activities that enables the practicing professional to:

1. keep up-to-date with new knowledge related to his profession;
2. establish his mastery of the new conceptualizations of his own profession;
3. continue his study of the basic disciplines which support his profession; and
4. grow as a person as well as a professional.

In the recently completed study by Stone (1974) entitled Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements, respondents indicated that continuing education for the professional has the following characteristics:

1. It implies a notion of life-long learning as means of keeping an individual up-to-date with new knowledge. It prevents obsolescence.
2. It includes updating a person's education.
3. It allows for a diversification to a new area within a field such as supervisory management training.

4. It assumes that the individual carries the basic responsibilities for his or her own development.

5. It involves education activities which are beyond those considered necessary for entrance into the field.

Professionals or those aspiring to become professionals have an obligation to better serve the public as well as align themselves with standards set by their profession. They can do so through increased knowledge and skills. For the professional, continuing education manifests itself in many shapes and forms, but the essential ingredient still remains the individual's readiness to change in response to the demands of society or their profession. The individual librarian is called upon daily by the public to assist in better utilization of knowledge to meet individual, group and community needs. The library professional can assist the public in narrowing the gap between knowledge and its application if he himself is a continuous learner.

B. Need for Continuing Education Identified by Professional Library Associations, Graduate Schools of Library Science, and Individual Library/LRC Personnel

Continuing education for librarians and library staff members has in the last few years received many public pronouncements by national and state professional library associations. The factors that have prompted discussions of continuing education for librarianship have been: the vast growth of new knowledge; the demand by patrons for extensive new information; introduction of new technology in libraries; societal needs of an increasing highly educated populace; outreach programs to attract new groups of patrons; and the changing library service (Stone, 1973). The fact still remains, however, that until recently continuing education for librarianship has been a peripheral activity of professional associations, graduate schools of library science, and individual library personnel (Rothstein, 1965).

Lovett (1964) cogently summarizes the status of continuing education in librarianship when he notes that these activities:

1. have generally been sporadic attempts on the part of library schools, professional associations, and individuals to engage in continuing education activities;

2. have typically been for a select group of individuals, usually administrators; and

3. reflected lack of continuity between pre-service and in-service educational opportunities for personnel.

Houle (1970) and Mattrose (1978) conclude that in order to provide an environment in which continuing education is an integral component of the professional's work role, better efforts need to be made to demonstrate to the individual professional involved in pre-service and graduate educational training that the acquisition of new knowledge is a continuous or life-long learning process.

For many individuals, the masters of library science (MLS) degree has served as a terminal degree, but with the vast proliferation of knowledge and information resources in a rapidly advancing technological society the professional tasks of library personnel have changed and need continuous updating (Alvarez, 1969). As a result of the development of multi-media techniques as valuable instructional aids to the learner, the role of the media specialist has become an essential integrated component of libraries and learning resource centers (LRC's). Technological developments such as increased use of media requires that library personnel at all levels must acquire knowledge of these new types of information resource and delivery systems. In the community college a key ingredient in increasing the effectiveness of the total library/LRC system is addressing the continuing education needs of all levels of personnel. Clerks, aides, part-time persons, technical assistants, media specialists, graphic artists who work in libraries and learning resource centers but who often lack professional education for librarianship confront similar needs for increased competencies as those of professionally trained library administrators.

Library and learning resource center personnel are all faced with the danger of professional obsolescence unless they acquire additional knowledge and skills in the areas of administration, public or human relations,

automation and specialized skills (Stone, 1971). Those who complete their masters of library science degree are securing administrative positions within five years after graduation, find that they need to supplement their graduate course work with courses on business and accounting techniques, personnel management, and public relations (Kortendick, 1971).

The advent of the computer age in information systems has increased the need for library and learning resource center personnel to be trained in the use of automated systems. This applies to administrators, professional librarians and aids. Providing library services for the disadvantaged, planning reading programs for patrons who seek degrees outside the formal classroom study (i.e., CEU, CLEP), (1972), and developing programs for educational, social and cultural enrichment of the community are major concerns of library/LRC personnel that often demand acquisition of new knowledge and skills (Conroy, 1972). The demand upon library/LRC personnel to acquire competence in administration, personnel management, computer usage (information systems) and educational counseling often require that the individual engage in continuing education of an interdisciplinary nature in fields of business and administration, computer science, psychology, and education.

The need for continuing education of librarian is apparent, but the sponsors of continuing education activities must decide on programming that is compatible with the needs of library/LRC personnel.

Dale Lorenz (1964) describes the challenge facing the library profession regarding the development of continuing education programs for library personnel as:

> The development of a strong program for the coming decade demands from professional associations, library schools, and librarians a commitment to the ideas of self-renewal and excellence in professional education and to willingness to adapt to change, to utilize the knowledge of other disciplines in designing new libraries and new services to meet new needs.

The greatest need appears for the professional to realize that continuing education is not something you do to someone, but it is something that you do for yourself.

IV. OBJECTIVES OF STUDY

The intent of "A Study of the Continuing Education Interests of Illinois Community College Library/Learning Resource Center Personnel" was to examine the interests of all levels of personnel (i.e., administrators, clerks, aides, media specialists, technicians, and graphic artists).

The study had five objectives:

1. To provide an opportunity for all types of community college library/LRC personnel (i.e., clerks, administrators, media specialists) to individually indicate what they perceive as their interests in continuing education.

2. To develop and test a computerized assessment questionnaire that: a) collects data on educational interests of all types of community college library/LRC staff, b) provides information that can assist in development of educational activities (i.e., types of program preferred, preferred delivery systems), and c) develops a questionnaire which can be modified or adapted for use in future educational need assessment activities.

3. To provide suggestions from the findings as to their implications for the development of continuing education practices and activities.

4. To indicate what roles individual staff, librarians/LRC, and the professional library associations can play in the development of continuing education activities.

5. To explore the specific areas of the survey approach to educational need assessment used in this study as well as additional techniques of need assessment.

The intended consequences of this study were to assist individual librarians, library resource center staff, and professional library associations in developing more and better continuing education activities for community college library/LRC personnel.

A. Methodology

A survey research technique was utilized to collect data on the various continuing education interests of community college library/LRC personnel. (For copy of questionnaire refer to Appendix B). (Note: additional methodologies for alternative needs assessment are described in Appendix A of the technical report entitled: "A Study of the Continuing Education Interests of Illinois Community College Library and Learning Resource Center Personnel," April 1978, by Robert A. Roose.)

In the following sections the procedures for selecting questionnaire development and questionnaire design used in the present study are presented for purposes of describing a process that others might adopt or modify for use in future needs assessment efforts.

B. Sample

Questionnaires were mailed to all public and private community college library/LRC personnel in Illinois. This meant the inclusion of an identified population of 187 library/LRC personnel in 39 Illinois community colleges.

C. Questionnaire Development

The questionnaire was prepared based on the following inputs:

1. Content and format for the questionnaire was developed in consultation with a panel of experts composed of the Director of the Library Research Center, at the University of Illinois, active faculty members in the School of Library Science and library practitioners in Illinois community colleges.

2. A diversity of researchers, professors of library science, and library practitioners identified reports or studies about continuing education for library personnel. This literature described approaches used to assess continuing education needs of individuals that were helpful in the design of the questionnaire (Texas Technical Univ., 1969; Rowe, 1971).

3. The aforementioned inputs contributed to the first draft of the questionnaire. The resource persons from the Library Resource Center, University of Illinois, critiqued the instrument, as did librarians from various segments of the field who served on the ILA committee on Continuing Education for Librarianship.

4. The pilot test of the questionnaire was conducted and validation of categories confirmed in cooperation with Dave Johnson (Director) and the LRC staff at Parkland College in Champaign, and Mrs. Deana Hill (Director) and her staff at Lincoln Land Community College, in Springfield. In addition, discussion with these two head administrators and their professional staff led to identification of six types of library personnel (e.g., administrator, media specialist, technicians, etc.) who are typically responsible for the operations of the community college library/LRC's.

5. The final questionnaire preparation included the analysis of data from the pilot study, revision of inadequate or inappropriate questions, and reproduction of the final questionnaire including coding for ease in transferring data onto cards for analysis (see right-hand margin of questionnaire, in Appendix A. Additional note: The instructions and format were selected to ease completion of the instrument. The questionnaire was printed on colored paper to draw the respondents' attention. Often, questionnaires on white paper get lost in stacks of paper of a person's desk.)

6. All 48 Illinois public and private community colleges in the state were contacted by phone and the directors of the library/LRC's were asked to encourage their staff to complete the questionnaire. In all but two institutions, cooperation was provided. The directors were asked only to distribute to their staff the questionnaires with their attached postage paid return envelopes. Staff in turn sent the anonymous questionnaire back at their own convenience without concern that the responses would be read by the director.

7. After a period of three weeks, colleges for which there had been no response, were called and asked to remind staff that the collection of responses would be terminated within the next week and the responses could increase the generalizability of the findings.

8. All participating colleges were then sent confirmation letters of receipt of responses and data collection was terminated.

Note: In survey research it is important to keep records on non-respondents. Where the original sample received is less than 50% of the defined population, a random sample of non-respondents should be sent a second questionnaire to determine whether the non-respondents would make a difference in the generalizability of findings. (In the case of the present study, there was greater than a 50% response rate and neither time nor money was available to sample non-respondents.)

C. Design of Questionnaire

The questionnaire to measure the continuing education interests of community college library/LRC personnel had two explicit purposes. Initially, the design attempted a comprehensive approach to defining interests in continuing education for various types of library LRC personnel and collecting information that would assist planners in developing continuing education activities (e.g., preferences for types of continuing education; incentives and obstacles to participation). The second aspect of the design was to make the questionnaire comprehensive enough that portions might be adapted by individual community college library/LRC personnel or groups of personnel, who want to conduct their own needs assessment in the future.

To better understand the rationale for the various sections of the questionnaire, the following description is provided. (Refer to Appendix A for specific sections of the questionnaire.)

1. Background Information on Libraries/LRC's and Demographic Information on Personnel: Sections I, II, and III of the questionnaire each contain questions

intended to determine the libraries/LRC's size of print and non-print collections, number of clientele served, the specific job classifications of the library/LRC personnel, and the age and educational background of the respondent. Analysis of this data enables the planner of continuing education activities to compare responses from personnel in library/LRC's of similar size for purposes of developing collaborative continuing education efforts. Information on job classification allows for comparisons of continuing education interests attributable to various types of personnel. In addition, information about differences in continuing interests attributable to age allows the program planner to develop learning activities that take into consideration differences in learner's ability (i.e., the speed with which learners of various ages complete certain tasks).

2. Current Work Activities and Continuing Education Interests: Section IV requested the respondent to identify daily tasks and their interest in continuing education activities related to those tasks. Using a modified task analysis technique, personnel were requested to give their own perception of their major and minor tasks in the library/LRC listed as nine knowledge and skill areas (e.g., administration, reader services, etc., see Section IV of Questionnaire, Appendix A) compared with related major and minor interests in continuing education. The use of the task analysis technique allows the planner of continuing education activities to make a close comparison between tasks in one's work setting and interests in continuing education. Individuals are more likely to participate in continuing education activities closely related to their work tasks particularly if they perceive activities are likely to improve job performance.

3. How Do You Keep Current in Your Field and Which Methods Have Been the Most Effective?. Section V is a series of questions on the extent of involvement in continuing education activities during the past twelve months and also what types of material and information they find most and least effective for their professional

development. This information assists the program planner in identifying which types of personnel are attending what types of continuing education activities and with what frequency. Corroboration of these findings with other information from the questionnaire (e.g., barriers to participation, i.e., not enough time, administrator does not encourage attendance) will give the planner an indication of what alternative continuing education activities and delivery methods (e.g., discussion groups, programmed instruction) might be most appropriate to increase the participation of the various types of library/LRC personnel (e.g., media specialists, librarians, clerks).

4. Incentives: Section VI discusses the positive factors within the respondent's work settings likely to increase the individual's willingness to participate in continuing education activities and the extent to which those factors already exist within those settings. The program planner can use this information to identify conditions that are likely to encourage participation of personnel in continuing education activities (e.g., increased release time, availability of programs, knowledge that program will increase job satisfaction).

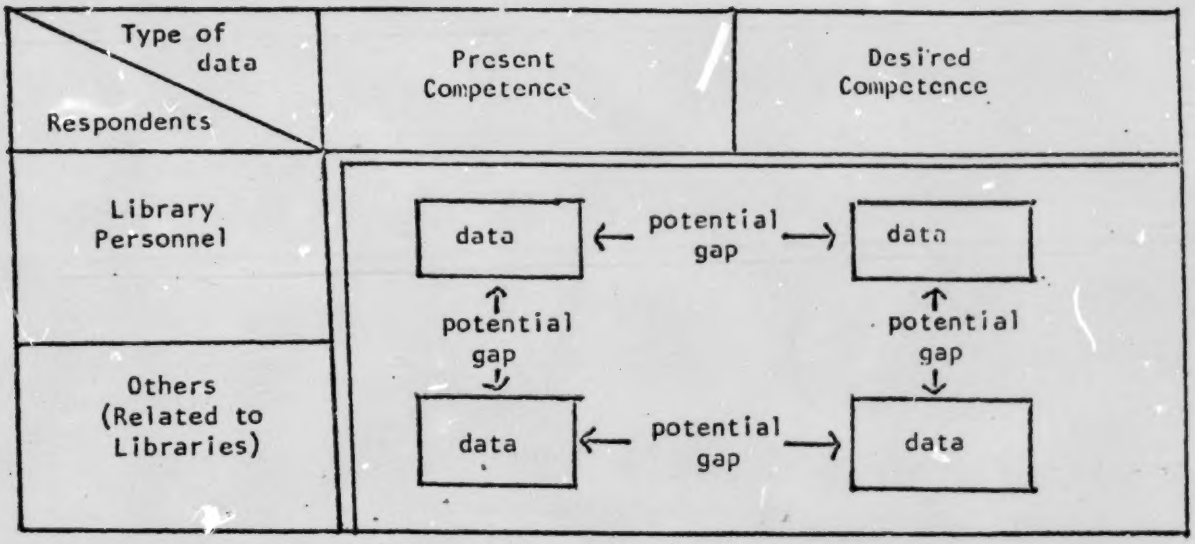
5. Types of Continuing Education Activities Preferred: Section VII focuses providing the program planner with information on the types of continuing education activities (e.g., formal/informal, credit/non-credit), the duration of activities (e.g., one-half day to five-day seminars, semester leaves of absence, etc.) and the specific time in terms of day-of-week and month-of-year in which staff prefer to participate in a continuing education activity.

6. Obstacles to Participation in Continuing Education Activities: In Section VI respondents were asked what would facilitate participation in continuing education. In Section VIII respondents were asked what factors limit their participation (e.g., work obligations, financial considerations). In providing continuing education activities, it is beneficial for program planners to know ahead of

time the forces that are working for or against participation of staff in continuing education activities so they can concentrate on eliminating the barriers to participation.

Note: It is important to differentiate between the data collection approach utilized for the present study, the prioritization of personnels continuing education interests, and alternative approaches that might be utilized to determine the educational needs of personnel. Methods that are apt to serve as more precise measures of educational interest and need and better predictors of personnel participation in continuing education activities are included as steps in what Knox (1972, 1973) describes as the need appraisal approach (discussed here in the context of continuing education for librarianship).

Knox suggests the use of a need appraisal process to assess the continuing education needs of individuals which combines both a survey and interview technique. The first part of a need appraisal process involves an extensive survey of library personnel to assess their opinions about their continuing education needs. The results from the survey will provide information for selecting areas to study in more depth during the subsequent need appraisal phase. The need appraisal phase makes use of a matrix for collecting four categories of data. The potential gaps are critical for identifying continuing education needs.



In this need appraisal model, information about present competence, knowledge, and skills, and desired competence, knowledge and skills to obtain in the future, are gathered by a process of self-appraisal from others in or served by the profession (i.e., professors in graduate library schools, library schools, library patrons, administrators, community civic leaders, etc.). These others can also comment on the generalized strivings of library personnel for upward mobility and on issues and trends in libraries and communities that reflect emerging needs for continuing education for librarianship. The gap between the statements of current competence and desired competence as perceived by the library personnel and by "others" will help to identify where continuing education programs can best serve to: (1) improve library personnel performance for self-betterment; and (2) improve services to the institution, patrons, and the entire community. The information about continuing education needs that is gathered in this study will serve as a basis for continuing education program development. Every effort is made to simplify the findings so that library/LRC personnel can more effectively develop their own continuing education experiences. The use of this type of model can give library/LRC's a better idea of the community, style and professional influences that may affect the performance of its staff. These influences may either facilitate or act as barriers to individuals who engage in continuing education.

Findings from the need appraisal study can provide information that is useful in two ways in terms of setting of objectives: (1) to help library groups to determine educational objectives in the program planning process, and (2) to help individual library learning resource center personnel to determine his or her objectives and goals for continuing education. The sponsors of continuing education activities will have to consider the findings from both this need appriasal study along with resources such as budget, manpower, type of talent available, interests of staff, etc. of their own organization. In turn the individual library learning resource center personnel will want to combine the information from this need appraisal study with his or her own career goals, local settings, and other factors. The outcome of the need appraisal study will result in greater opportunities for personnel to participate in continuing education learning activities. The learning activities created should be designed to narrow some of the gaps identified in the need appraisal process by creating linkages between knowledge resources and the problem solving situation associated with professional practice.

D. Data Analysis Procedures

Data analysis was conducted on data collected for all respondents, comparisons of responses by types of personnel, and comparisons of responses by age groups. The following statistical procedures were used as a basis for analyzing the data collected from the personnel who completed the interest questionnaire.

1. Frequency distribution: Desciptive statistical procedures were used to produce basic summary statistics that included frequency count tabultaions, percentage figures and means for all the variables in the questionnaire.*

2. One-way analysis of variance: To determine if there was any significant variation in the responses of individual groupings of respondents by type of per-

*The results of findings are presented in Chapter VI of the technical report "A Study of the Continuing Education Interests . . .", April, 1976.

sonnel (i.e., administrator, clerk, media specialist) or by age groups, an analysis or variance test was used.**

3. Post hoc comparison (Scheffe Test, 1959): In those instances in which the analysis of variance test indicated significant variation among groups of respondents, a multi-comparison test (Scheffe) was used to determine the responses that were significantly different among the groups.**

4. Discriminant analysis: In order to determine where, if any, the continuing education interests labeled administrative and technical (refer to list of administrative and technical tasks, Appendix B) of populations of both the six types of personnel and five age groups of personnel differed significantly, a discriminant analysis was conducted.**

** The results of findings are presented in Chapter VI and tables of statistical results reported in Appendix C. "A Survey of the Continuing Education Interests . . .", April, 1976.

VI. PRESENTATION OF FINDINGS

The study findings are based on the tabulation of responses from 262 individual library/learning resource center (LRC) personnel representing 40 of the 46 community colleges that initially agreed to complete questionnaires. The 262 respondents were 54% of the 497 library/LRC personnel who received questionnaires. It is on the figure of 497 respondents that the 54% return is based. A list of the specific community colleges that participated in the study, the administrators and directors of the libraries or LRC's who were responsible for distributing the questionnaires at each institution and the total number of respondents per institution is located in Appendix B of this report.

The comprehensiveness of the need assessment questionnaire used in this study provided the researcher with numerous possibilities in terms of data analysis and interpretation. However, the purpose of the present study was to provide some initial indicators of the continuing education interests of community college, library/LRC personnel in Illinois. The presentation of major findings that follows concentrates on information that should assist individual library LRC personnel, the community college's library/LRC and professional library associations in planning more and better continuing education programs. Findings are presented in two major sections:

1. characteristics of personnel and factors that facilitate or limit the development of continuing education activiites and the participation of personnel to include:
   a. descriptive information about the library/LRC (e.g., size of college, circulation) and demographic characteristics of personnel
   b. extent of personnel's previous involvement in continuing education activities
   c. educational formats most effective for the professional development of personnel

d. types of continuing education activities preferred

e. incentives for participation in continuing education activities

f. obstacles to participation in continuing education activities

2. the educational interests of personnel. (Note: For a more detailed description of findings, refer to the full technical report "A Study of the Continuing Education Interests . . .", April, 1976.)

A. Characteristics of Personnel and Factors that Facilitate or Limit the Development of Continuing Education Programs and Participation of Personnel

1. Descriptive information about the libraries/LRC: Size of collection, circulation, and demographic characteristics of personnel

The characteristics of community college libraries/LRC's, in the present study, represent a continuum of types of facilities from two or three person operations with mostly print collections to complex learning resource centers with fifteen or more personnel operating sophisticated media services.

The statistics from our study regarding the type and size of collection as well as the characteristics of personnel seem to reflect a general trend in increased demands by users which necessitate professional and support staff with expertise to perform a variety of new or expanded tasks. The major findings from this section indicate the following:

a. Characteristics of Libraries/LRC's

1) The average print collection for responding libraries/LRC's was 31,800 items. The range of print items reported was from two community colleges reporting a low of between 10,000 and 15,000 print items to one reporting over 50,000.

2) The non-print collections of 94% of the libraries/LRC's were 500 or more items.

3) 69% of the daily circulation of print items ranged from 51 to 150 items daily and 67% of a non-print circulation ranged from 1 to 50 items daily.

4) The average number of personnel per library/LRC (full-time or part-time) was 10 with 48% reporting 11 or more personnel.

b. Characteristics of Personnel

(Note: The personnel who responded for purposes of this study were grouped into six types (i.e. head librarians, librarians, media personnel, learning skills personnel, clerks, and secretaries).

1) Personnel indicated a variety of formal education backgrounds with 64% possessing a bachelor's degree or more.

2) The respondents are relatively young with [illegible],36 years of age or younger and only 12%,56 years of age or older. (Note: 44% of the head administrators who responded were 36 years old or younger).

3) 50% of the total respondents have engaged in some formal education activity in the past five years.

2. Extent of Previous Continuing Education Participation

Findings from our study on the nature and extent of personnel involvement in continuing education activities during the previous twelve months indicates that:

a. Only 22% of respondents have attended in-service meetings within the past twelve months.

b. Only 8% of respondents indicate in-service as more than an-a-year event.

c. Only 27% of respondents have attended a workshop, seminar, or institute (not for university credit) related to job or career interests, in the past twelve months.

Even though our findings indicate that participation in continuing education activities by various types of community college library/LRC personnel is typically low, there are indications in the data that professional development is occurring in a variety of formats other than the traditional in-service workshop, seminar or institutes.

a. Approximately 32% of the respondents indicated that they had participated in a tour of another library within the past twelve months.

b. Although 31% of the respondents indicated that they do not read any professional journals, research documents or other publications related to their jobs during an average week, 31% of the respondents spend from 1-5 hours reading journals each week. Data from question #26 in the questionnaire indicate that reading professional journals is one of the more frequent methods used by personnel for their own professional development. (Ref. to question #26 "Materials and Information You Find Most Effective for Professional Development".)

Findings from other sections of the questionnaire indicate that personnel are in favor of continuing education programs and activities that are available on a more regular basis than previously has been the case. Respondents indicated in the section of the questionnaire entitled "Current Continuing Education Interests" (refer to Section IV of the questionnaire in Appendix A) that learning how to improve in-service training programs is a high priority educational interest.

3. Educational Formats Most Effective for Professional Development

Data analysis indicates that community college library/LRC personnel find the most effective types of educational materials and instructional methods to be those that include: dialogue with fellow peers in their work setting (e.g., during staff meetings), listening to experts in the field discuss topics of professional interest to practitioners, and some form of self-directed learning, where the individual learners are responsible for developing their own educational activities such as reading in professional journals and books.

4. Types of Continuing Education Activities You Prefer

Data analysis from the section entitled "Continuing Education Activities You Prefer" provides the continuing education program planner with three categories of information on respondents preferences for continuing education programs and activities in which they would or would not participate:

a. Type of Program-- Workshops, seminars, or institutes that include outside experts are highly preferred by respondents. Degree programs offered as eight courses that are related to job or career interests are next in order of preference as continuing education activities. Personnel are also interested in programs that allow for dialogue with fellow peers in settings such as evening discussion groups. Those activities in which staff are not likely to participate are home study courses, especially correspondence work.

b. Location of Programs-- Personnel prefer continuing education programs that are offered near their home or place of work. This coincides with findings that having nearby opportunities for continuing education is an important incentive that is likely to encourage staff participation in continuing education activities (Section VI of the questionnaire Incentives for Participation).

c. Duration of Programs-- Continuing Education programs that are one-half or three days in duration are optimal in terms of length. Personnel are least interested in weekend workshops, even if it is offered in a central location within the state, or in lengthier activities such as attending summer schools or taking semester leaves of absence to engage in continuing education activities.

5. Incentives for Participation in Continuing Education Activities Relevance

The section on incentives focused on positive factors in respondents' work settings likely to influence the individuals' willingness to participate in continuing education activities and the extent to which those incentives

already exist within these settings. The data analysis indicates that incentives for participation in continuing education include:

a. Increased job satisfaction. Data analysis indicates that those types of continuing education activities that are perceived as leading to improved job performance or recognition as a result of improved job performance are likely to encourage individuals to participate in continuing education activities.

b. Accessibility of continuing education activities. Personnel are more apt to participate in a continuing education activity that is located close to their work setting.

c. Rewards for participation. Rewards, particularly monetary in the form of higher salaries or access to pay raises as does for continuing education programs are a critical factor in motivating individuals to participate.

Factors that appeared least likely to influence participation in continuing education were:

a. The knowledge that one will receive some of appreciation from educational institutions for one's efforts, and

b. Monetary compensation for successful special training programs that personnel are assigned to attend.

Current Availability

Data analysis indicates that present incentives in the community colleges are conducive to the participation of personnel in a variety of continuing education activities. In the context of this study current availability where incentives are already available within the University. The respondents indicated that the following incentives presently exist to some extent in their community colleges: release time for personnel, availability of tuition rebates, and the willingness of individuals to accept increased job performance and increased

professional competency as reward enough for engaging in continuing education. Those incentives that are least available included: extra monetary incentives (pay increases), and having time available during office hours to engage in continuing education activities.

6. Obstacles to Your Participation in Continuing Education Activities

The findings from this section of our study indicate that obstacles to participation in continuing education activities are the result of three concerns of individuals:

a. Professional Work Obligations: Respondents indicated the lack of time as a substantial barrier to their participation in continuing education activities. Most library/LRC personnel, as opposed to college faculty members, are on a 12-month contract and work.

b. Financial Considerations: The cost of engaging in continuing education activities, particularly formal degree programs where tuition fees are required, serve as major obstacles to staff participation.

c. Knowledge of Availability of and Accessibility to Programs: Many staff do not know what programs exist or what options are available in terms of non-credit, credit, non-degree, or degree programs. The question of accessibility to programs is one of the greatest obstacles. Persons are not familiar with the many non-traditional, credit and non-credit programs available that provide easy access for learners.

Further analysis of data from this section indicates conditions that personnel do not perceive as barriers. Respondents feel that individuals are never too old to learn, that they have encouragement from their administrators to engage in continuing education activities and that continuing education programs are currently available. For personnel it is having the time, money, and knowledge

of the location of continuing education activities that are barriers that need to be hurdled.

B. Educational Interests of Personnel

The primary focus of the study was the identification of the educational interests of library/LRC personnel for purposes of determining educational activities that might be developed to increase competence or improve performance. Using a modified task analysis technique personnel were requested to give their own perception of their major and minor tasks in the library/LRC, listed as nine knowledge and skill areas (e.g., administration, reader services, see Section IV of Questionnaire, Appendix A), compared with related major and minor interests in continuing education.

1. Summary of Findings for All Respondents

Our study findings from composite major and minor continuing education interests (for rank ordering of interests refer to Chapter VI, pp. 37-49 in the technical report "A Study of the Continuing Education Interest . . ., April 1976), indicated personnel in the community college are interested in continuing education activities that improve their knowledge and skills in the following five general task areas:

1. Administration and supervision of libraries and LRC's'
2. Curriculum development-- assisting faculty in curriculum planning and production of instructional materials;
3. Teaching-- improving ways in which libraries and LRC personnel can provide training to faculty, administrators, and students regarding the use of information and instructional resources of the libraries/LRC;
4. Technical services-- improving technical aspects of acquisitions, cataloging, classification, and circulation; and
5. Reader services-- improve general information services provided to patrons.

The following statements represent brief summaries of the highest priority educational interests identified for each of the aforementioned task areas.

a. Administration and Supervision

In four of the nine categories on "Curent Continuing Education Interests" (see Appendix A, Section IV of the questionnaire) the highest priority interests were developing or increasing administration, management and supervision knowledge and skills to improve the operation of the library/LRC including media production and services.

Those administration and supervision tasks for which there were major interests in continuing education activities included the following:

1) Respondents indicated an interest in educational activities that assist in setting policy or establishing procedures related to acquisition, selection, distribution, production, use and maintenance of instructional materials and equipment.

2) Administrative personnel indicated need to develop better ways to effectively utilize the inputs of library staff, college faculty, college administrators and students in short and long range planning, related to the operation of the library/LRC.

3) Respondents indicated their need for personnel training management skills that would assist in improving supervision of part-time, full-time, volunteer,professional and support staff.

b. Curriculum Development

Library LRC personnel in today's comprehensive community college are likely to spend considerable portions of time assisting faculty in curriculum planning, production of educational materials, and effective location and use of information resources. Consistent with this condition are the findings from this study regarding educational needs of personnel.

1) Respondents indicated the need for improving their ability to assist faculty members on matters of curriculum development. In providing assistance in curriculum development, personnel indicated the need for knowledge and skills in location and use of a variety of new or existing instructional resources and information resource networks within and outside the institution. In addition, personnel need to develop skills that allow them to work effectively with teams of persons, (i.e. other staff, e.g. media specialists, graphic artists, etc.), in planning educational activities.

2) Respondents indicated the need for skills associated with the design and production of new curricular aids, filmstrips, slides, tape cassetts, and video tapes that are essential if they are to assist in development of educational activities.

3) Respondents indicated a need to develop skills in designing alternative educational activities that are likely to be consistant with the educational needs of adult learners.

c. Teaching

Respondents indicated a variety of situations in which their main task is training faculty members and students in the proper use of information resources and equipment in the library/LRC. The need for educational activities in relation to these instructional tasks included the following:

1. Respondents indicated the need for skills to assist in demonstrating the use and explaining the capabilities of new instructional technology and educational materials (e.g., computers used to supplement instruction, multi-media equipment).

2. Respondents indicated a need to increase their instructional skills in working with adult learners because their tasks often include conducting in-service training activities, orienting persons in the use of the facilities of the library/LRC and formal instruction (i.e., credit class for students interested in library science).

D. Technical Services

Under tasks labeled technical services (which include acquisition and selection, cataloging, classification, circulation, and clerical) respondents indicated an interest in the following continuing education activities:

1. evaluating present print and non-print collections to determine their compatibility with current user needs;
2. evaluating the services offered by the library/LRC;
3. organization of new or improvement of existing classification and circulation systems to accomodate expanding print and non-print collections; and
4. establishing better acquisition procedures and processes for keeping track, providing storage for, and maintaining materials and equipment.

E. Reader Services

Respondents indicated need for educational activities that would improve the general reference operations of library in the following ways:

1. Improve the general operating procedures and services provided to individual patrons, particularly adult learners.

2. Improve the reader services capability to develop educational activities that better utilize the libraries/LRC's, professional and technical expertise, information resources, and equipment in meeting a variety of educational requests from the campus community (e.g., organizing and conducting special activities for interested groups).

2. Summary of Significant Differences in Findings by Types of Personnel:

The main focus of the study was to determine what types of community college library/LRC personnel perceive as their continuing education interests. This requires identification of the educational interests of administrators as well as technicians, professionals as well as support staff. It was felt that in planning continuing education programs for personnel it would be beneficial to note the areas of significant similarity and difference in terms of continuing education interests. Based on the respondents' answers to question #7 in the questionnaire, regarding job title and description of tasks related to their job, personnel were categorized into six types. These six types of personnel are described as follows:

a. Head libraries/Media services: Individuals responsible for administration and operation of libraries/LRC's and media facilities whose tasks include short and long-range planning, setting policies, budgeting, operation and management of facilities.

b. Librarians: Acquisition, cataloging, and circulation-- Professional staff in charge of assisting faculty with instructional planning, assisting students to gain research and evaluation skills, setting policy on cataloging and classification, and securing materials for use by faculty and students.

c. Audio-visual: Specialists, and technicians (also included in this category were graphic artists and photographers and media production personnel)-- Professional administrative staff along with technicians in charge of media production, i.e., transparencies, slides, video tapes, etc., designing and modifying existing media to meet specific curricular needs of faculty, and acquiring, operating and maintaining mediated material.

d. Learning skills center personnel: Professional and support staff in charge of proper planning and use of instructional materials to assist individual learners whether in remedial or regular educational programs.

e. Clerks: Acquisition, catalog, circulation, distribution, and public service librarians-- Technical staff involved in ordering, cataloging and recataloging, maintaining material, inventorying collections, processing and preparing resources for binding, setting up special displays and collections, and assisting faculty in the proper use of print and non-print materials.

f. Secretaries: Individuals serving as clerical assistants concerned with technical aspects of correspondence, dealing with acquisition, distribution and accounting of materials (definitions derived from ILA, 1972 Fall Conference).

In Section IV of the questionnaire "Current Continuing Education Interests" (See Appendix A), responses for various types of personnel were compared for purposes of determining what types of continuing education activities planners should develop that are most appropriate for specific type(s) of personnel. In some instances the continuing education activities may only be addressing the educational interests of head administrators. In our study, head administrators gave certain activities significantly higher priority than did other types of personnel. In still other cases, all personnel expressed similar interest in a topic . Based on study findings administrators had significantly different rank ordering or continuing education interests related to the following task areas: operation and management of library/media services, development of education programs (i.e., curriculum development) and instructional tasks (i.e., increasing instructional capabilities). If in fact the activity focuses on the production of materials, librarians are likely to have a somewhat different rank ordering of interests within this category than other types of personnel,

The rank ordering of the highest priority continuing education interests of head administrators for these task areas as compared to other types of personnel are as follows:

Chart #1 - Head Administrators

Administration

Operation & Management of Libraries/Media Centers	% of Total Respondents
Planning for expanding program of media services.	9.2
Handling general administrative responsibilities as head of library.	8.8
Supervising work of the nonprofessional library staff.	8.4
Conducting in-service, or on-the-job training program for library staff.	8.4
Handling public relations and interpretation of of library/LRC to community	8.4

Chart #2 - Interests of Other Five Types of Personnel

	% of Total Respondents
Operation and Management of Libraries/Media Centers	
Supervising work of the nonprofessional library staff.	45.0
Conducting in-service, or on-the-job training program for library staff.	32.0
Handling public relations and interpretation of library/ LRC to community.	28.0
Planning for expanding program of media services.	25.0
Conferring with administrators and faculty concerning library operations, programs, and budgets.	24.0

Chart #3 - Head Administrators

Instructional Services - Development of Educational Programs	% of Total Respondents
Developing new uses for materials and equipment.	8.0
Conducting evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcomes	8.0
Providing leadership in determining educational objectives of library services.	7.6
Planning cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks.	7.6
Developing long-range library/LRC plan cooperatively with faculty and administration.	7.3
Working with teachers to design innovation in instruction.	7.3

Chart #4 - Interests of Other Five Types of Personnel

Development of Educational Programs	% of Total Respondents
Developing new uses for materials and equipment.	29.0
Developing long-range library/LRC plan cooperatively with faculty and administration.	27.0
Working with teachers to design innovations in instruction.	27.0
Assisting individual teachers in curriculum planning.	25.0
Planning cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks.	25.0
Conducting evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcomes.	24.0

Chart #5 - Head Administrators

Instructional Services - Instructional Tasks	% of Total Respondents
Orienting faculty, students, community, etc. to library.	8.4
Planning personnel (selection, development, and evaluation).	7.3
Conducting library staff meetings.	7.3
Planning and maintaining library buildings and quarters.	7.3
Analyzing statistical reports and data.	6.9
Working cooperatively with regional education and library service units.	6.5
Establishing policies concerning maintenance of materials.	6.5
Evaluation of programs and services offered for college and community.	6.1
Conducting workshops for teachers in use of materials.	6.1
Training student audiovisual aides and library aides.	6.1
Planning budget systems (including Program Planning Budgeting System).	5.7
Guiding reference and research work of small and large groups.	5.7
Planning and participating in meetings to present the functions and services of the library to interested groups and community organizations.	5.7
Developing automated services.	5.7
Conducting and participating in workshops for teachers on production techniques.	5.7

Chart #4 - Interests of Other Five Types of Personnel

	% of Total Respondents
Instructional Tasks	
Assisting students to develop competency in listening and viewing skills.	28.0
Conducting library staff meetings.	28.0
Conducting and participating in workshops for teachers on production techniques.	26.0
Developing and directing individual reading guidance programs.	26.0
Guiding reference and research work of small and large groups.	24.0
Evaluation of programs and services offered for college and community.	23.0
Conducting workshops for teachers in use of materials.	22.0
Working conditions -- equal opportunity employment, affirmative action programs.	21.0
Planning budget systems (including Program Planning Budgeting System).	19.0
Working cooperatively with regional education and library service units.	19.0
Developing research programs in libraries.	19.0
Assisting with assignments done in the library.	18.0
Planning and maintaining library buildings and quarters.	18.0

Chart #7 - Librarians

Instructional Service - Production of Materials

	% of Total Respondents
Duplicating or copying print materials for instructional use.	4.7
Designing new audiovisual materials for instructional use (ie., slides, filmstrips, charts, graphs).	3.8
Designing printed publicity materials, posters, bookmarks, and other graphic displays.	3.8
Making sample display devices for use in instruction (ie., felt boards, bulletin boards, etc.).	3.4
Preparing materials for dial-access and computer equipment.	3.1
Supervising video tape production for the college.	3.1

Chart #8 - Interests of Other Five Types of Personnel

	% of Total Respondents
Production of Materials	
Duplicating or copying print materials for instructional use.	23.0
Making sample display devices for use in instruction (i.e., felt boards, bulletin boards, etc.).	23.0
Designing new audiovisual materials for instructional use (i.e., slides, filmstrips, charts, graphs).	17.0
Assisting in preparation of college radio program.	16.0
Designing printed publicity materials, posters, bookmarks, and other graphic displays.	16.0
Supervising video tape production for the college.	15.0

When the composite of administrative tasks (see list in Appendix B) and related continuing education interests (see Section II of the questionnaire) were analyzed by competing types of personnel, head administrators were interested in the following continuing education activities significantly more so than the other types of personnel.

1. Handling general administrative responsibilities as head of media center.
2. Conferring with administrators and faculty concerning library operations, programs and budgets.
3. Planning for expanding program of media services.
4. Conducting evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcomes.
5. Providing leadership in determining educational objectives of library services.
6. Conducting library staff meetings.
7. Planning and maintaining library buildings and services.
8. Establishing policy concerning maintenance of materials.
9. Selecting and arranging for acquisition of materials.

If personnel other than head administrators were to be in attendance for a scheduled continuing education activity, the remaining administrative tasks listed in Appendix B under administrative interest category would be the most appropriate.

When a composite of the technical tasks (see list in Appendix B) and related continuing education interests of types of personnel was analyzed, head administrators interests in the following continuing education activities were significantly different from other personnel.

3. Planning cooperatively with faculty members to coordinate curricular and library activities with instructional programs, units, and textbooks.

4. Planning and discovering library-involved topics, units, and activities with teachers.

5. Analyzing statistical reports and data.

6. Working cooperatively with regional television and library service units.

Most administrators and media specialists were significantly over-represented in the following educational activities (who vs. activity

index then other types of personnel).

1. Conducting and participating in workshops for teachers on production techniques.

2. Producing specialized materials for curriculum or other needs.

3. Designing new audiovisual materials for instructional use (i.e., slides, filmscripts, charts, graphs).

4. Engaging in research activities relative to educational media or media center programs.

5. Working with teachers to design innovations in instruction.

Those technical educational activities in which all other types of personnel seemed to be equally interested consisted all those but the aforementioned reported in Appendix C under the technical task category.

Finally, the following statements represent explanations of significant differences in responses by type of personnel which occurred in the Decision Making of the questionnaire:

Question from Questionnaire	Type of Personnel Response That Were Significantly Different
Duties of Professional Meetings Attended	Most administrative personnel attend more professional education meetings than reported by other personnel

Question from Questionnaire	Type of Personnel Responses That Were Significantly Different
Frequency of In-Service Training	Head Administrators indicated in-service training meetings as being held more frequently than other personnel indicate
Number of Hours Spent Reading Professional Journals	Head Administrators proportionally spend more time reading professional journals than other types of personnel
Number of Books Read Related to Professional Development	Head Administrators, Librarians, and Media Specialists read more books related to their professional development each year than Learning Skills Center personnel, clerks, and secretaries
Materials Most Effective for Professional Development	Head Administrators find professional journals and materials from workshops the most important and educational T.V. the least important
Months You Prefer to Engage In Continuing Education Activities	Head Administrators prefer January - February more than do other personnel

3. Summary of Significant Differences in Responses by Age Groups

For purposes of this study five age groups were established based on the dates of respondents' graduation from high school (an approximation of the respondents' age at H.S. graduation estimated to be 18 years old). The respondents were divided into the following five age groups:

Age Group 1 (26 and under) - 58 respondents

Age Group 2 (27 to 36) - 65 respondents

Age Group 3 (37 to 46) - 54 respondents

Age Group 4 (47 to 56) - 33 respondents

Age Group 5 (57 to 66) - 17 respondents

The intent of this analysis was to indicate if differences in terms of continuing education interests were attributable to the respondents' age.

In all but one case where significant differences amongst age groups were indicated these differences were between the 36 and younger, and the 37 and older age groups. If the continuing education activities to be developed involved the category of tasks and related continuing education interests entitled "operation and management of libraries/media centers" (see Section IV, Questionnaire, Appendix A) 36 and younger age group would have significantly differnet interests than the 37 and older age group. If the activities involved "instructional tasks", e.g., increasing instructional capabilities of personnel, the 27-37 year age group would have different interests than the other age groups. If the activities involved "production of materials" the 26 and younger age group would have significantly different interests than the other age groups.

The rank ordering of the highest priority continuing education interests by age groups for these task areas are as follows:

Chart #2 - Age Groups 3, 4 & 5

	% of Total Respondents
Conducting in-service, or on-the-job training program for library staff.	27.1
Supervising work of the nonprofessional library staff.	26.3
Handling public relations and interpretation of library/ LRC to community.	25.2
Planning for expanding program of media services.	24.4
Handling general administrative responsibilities as head of media center.	21.8

Chart #1 - Age Groups 1 & 2

Administration - Operation and Management of Libraries/Media Centers

	% of Total Respondents
Supervising work of the nonprofessional library staff.	7.6
Conducting in-service, or on-the-job training program for library staff.	7.6
Handling public relations and interpretation of library/ LRC to community.	5.0
Confering with administrators and faculty concerning library operations. programs, and budgets.	3.8
Maintaining lines of communication with the college administrative offices.	3.8

Chart #3 - Age Group #2

Instructional Services - Instructional Tasks	% of Total Respondents
Guiding reference and research work of small and large groups.	3.1
Orienting faculty, students, community, etc. to library.	3.1
Assisting with assignments done in the library.	2.7
Training student audiovisual aides and library aides.	2.7
Giving instruction in the use of audiovisual equipment.	1.9
Planning and participating in meetings to present the functions and services of the library to interested groups and community organizations.	1.9
Working cooperatively with regional education and library service units.	1.5
Planning personnel (selection, development, and evaluation).	1.5
Reviewing recent library research.	1.5
Working with student advisory groups to improve library services.	1.5
Establishing policies concerning maintanance of materials.	1.5
Planning information storage and retrieval systems.	1.1
Assisting students to develop competency in listening and viewing skills.	1.1
Analyzing statistical reports and data.	1.1
Developing automated services.	1.1
Working conditions - equal opportunity employment, affirmative action programs.	1.1

Chart #4 - Age Groups 1, 3, 4 & 5

Instructional Tasks	% of Total Respondents
Conducting library staff meetings.	34.0
Assisting students to develop competency in listening and viewing skills.	29.0
Conducting and participating in workshops for teachers on production techniques.	25.0
Developing and directing individual reading guidance programs.	24.0
Guiding reference and research work of small and large groups.	22.0
Planning budget systems (including Program Planning Budgeting System).	19.0
Working with student advisory groups to improve library services.	19.0
Working cooperatively with regional education and library service units.	19.0
Conducting workshops for teachers in use of materials.	19.0
Handling legislation, taxation, and public financing.	19.0
Assisting with assignments done in the library.	18.0
Planning information storage and retrieval systems.	18.0

Chart #5 - Age Group 1

Instructional Services - Production of Materials	% of Total Respondents
Duplicating or copying print materials for instructional use.	1.1
Assisting in preparation of college radio program.	0.8
Preparing materials for dial-access and computer equipment.	0.4
Making sample display devices for use in instruction (i.e., felt boards, bulletin boards, etc.).	0.4
Designing printed publicity materials, posters, bookmarks, and other graphic displays.	0.4

Chart # 6 - Age Groups 2, 3, 4 & 5

Production of Materials	
Designing printed publicity materials, posters, bookmarks, and other graphic displays.	22.0
Duplicating or copying print materials for instructional use.	21.0
Designing new audiovisual materials for instructional use (i.e., slides, filmstrips, charts, graphs).	21.0
Supervising video tape production for the college.	16.0
Making sample display devices for use in instruction (i.e., felt boards, bulletin boards, etc.).	15.0

Further analysis of significant differences in age groups continuing education interests related to either administrative or technical tasks categories (see Appendix B) revealed that the only activity that discriminated significantly was that the 27-36 year old age group was more interested in continuing education activities related to "handling general administrative responsibilities of the media center" than other age groups. None of the technical tasks and related educational interests were significantly different.

One additional aspect appears in the significance tests between age group equivalents. The younger age groups are more interested in the development of skills related to the use of electronic and audio-visual equipment in the library/LRC (e.g., radio production, preparing dial access) than older age groups.

VII. IMPLICATIONS OF STUDY FINDINGS ON DEVELOPMENT OF CONTINUING EDUCATION ACTIVITIES

The study findings are intended to provide planners of continuing education community college library/LRC personnel with information on continuing education interests as well as information on factors that facilitate or limit personnel participation in continuing education activities.

A. Information on Continuing Education Interests

For purposes of the present study personnel were asked to specify the extent to which job related tasks coincided with current continuing education interests. The prioritization of major interest findings indicates the desirability for program planners to develop continuing education activities for personnel that are likely to improve knowledge and skills in the following areas:

1. Develop competencies that are likely to improve personnel ability to confront administrative, management and supervisory changes in the library/LRC operation that are a result of the addition of media services and learning skills center components, the acquisition of new information resources and instructional technology, and the influx of new staff.

2. Improve communication amongst personnel for purposes of providing inputs regarding the short and long range planning of library/LRC services. In addition, provide increased opportunities to resolve problems of staff through constructive dialogue and discussion about alternative decision-making strategies amongst themselves.

3. Activities that will improve personnel's understanding of the client system they serve-- the adult learner. This might include a series of activities discussing the interrelated concepts on a. the psychological, physiological, and socio-economic characteristics of adults that affect learning, b. the educational needs and interests of adult learners, c. the motivation of adult learners, d. what types of information (resources) and delivery systems are most suitable for adults.

4. Discuss the specific processes that are essential in the development of learning experiences for adults: a. how educational needs are assessed, b. how educational objectives are developed, c. how one better utilizes existing information resources and professional expertise of personnel in one's own library/LRC to develop programs, d. what types of alternative delivery systems can be used to conduct educational activities, and e. how to evaluate the educational activities, both the processes used in development and the outcomes of those activities for purposes of improving future efforts.

5. Technical skills related to introduction of new equipment and its maintenance, new systems for acquisition, cataloging, and storage, and evaluation techniques that measure the extent to which services offered by the library/LRC are compatible with users' needs and are cost effective for the library/LRC to use.

Further analysis of data resulted in several additional types of findings that have specific implications for development of educational activities.

1. Low Priority Interests

It is important for planners of continuing education activities to note those continuing education interests that personnel ranked as low priority or where personnel perceive there is presently a limited need for educational programs. Many tasks associated with the technical operation of the library/LRC appear to be less important in terms of specific continuing education interests of personnel. These tasks include:

a. keeping statistics and procedures having to do with cataloging, the maintenance of various print materials, and the distribution and delivery of materials,

b. developing very specific one-to-one learning programs for clientele,

c. the development of research programs related to the operation of the library,

d. developing skills for the dial access or information retrieval systems, and

e. conducting surveys in the surrounding community to identify an array of community information needs.

2. Significant Differences in Findings by Types of Personnel and Age Groups

For purposes of planning continuing education activities it is as important to attend to differences in education interests attributable to types of personnel and age groups. Our study findings on continuing education interests of various types of personnel reveal that the majority of the most statistically significant differences in responses exist in comparisons of head administrators to all other types of personnel. For the planner of continuing education activities this means that in developing activities for various audiences it is important to differentiate between educational activities that reflect the interests of head administrators and those that represent the interests of all the other types of personnel (refer to pp.29-38of this summary report for presentation of all the findings).

In addition, a summary of the analysis of differences in rank orderings of continuing education interests by age groups, reveals to the planner of continuing education activities the following major distinctions: younger personnel indicate more interest in continuing education activities that improve daily technical operational aspects of the libraries/LRC's (i.e., training, orienting, assisting faculty in the use of facilities, and responding to student information requests) and personnel in the age groups 37 and older were more interested in policy settings, budgeting long range planning in response to expanding facilities particularly in the areas of media services. It is important to note differences in educational interests of age groups may be attributable to the thirty-seven years and older age group's greater aspirations for administrative positions. (Refer to pp. 39-44 of this summary report for presentation findings).

B. Information on Factors that Facilitate or Limit Personnel Participation in Continuing Education Activities

In addition to information on the major continuing education interests of personnel the present study provided information about personnel and factors within their work environment which tend to facilitate or limit their involvement in continu-

ing education activities that are important for program planners. This information should assist the planner in making decisions related to the content and format for various educational activities; and contending with conditions that are perceived as barriers to personnel participation in continuing education activities.

Following are implications for development of educational activities for community college library/LRC personnel. These suggestions are further substantiated by drawing on the findings from previous studies of continuing education needs of professionals (Stone, 1974) and literature on program development (e.g., Knox, 1972, 1973).

The study findings indicate that the following should be viewed as facilitating the development of continuing education programs:

1. Characteristics of Libraries/LRC's. By comparing the general characteristics of libraries/LRC's represented in this study the program planner can determine libraries/LRC's with similar characteristics (i.e., size and types of collection, types of personnel, and requests for services) whose personnel are interested in comparable continuing education activities. By identifying libraries/LRC's with similar operations planners have the potential for developing cooperative and collaborative activities (e.g., exchanges of personnel, regional workshops).

2. Characteristics of Personnel. Data collected on the demographic characteristics of respondents indicates that community college library/LRC personnel are young, in terms of chronological age, have extensive formal education backgrounds, and tend to have recently engaged in some formal educational activity. These factors, particularly level of formal education, increases the likelihood that personnel will participate in continuing education activities. Johnstone and Rivera (1963) in the study of adult education participation, indicate adult participants seem to be younger, have higher job levels and income than the general adult population. The

characteristic that most differentiates the participant from the non-participant in adult education is level of formal education (Knox, 1968).

3. Types of Education Formats Preferred. The materials and activities which personnel indicated contribute most to their professional development include:

a. Self-Teaching: self-directed learning. The desirability of engaging in self-directed learning was indicated by many of the respondents. Designing one's own instructional program can range from learning activities such as reading books, to taking self assessment tests, to preparation for teaching a course. In the self-directed learning mode, our findings indicate that respondents find reading professional journals and books related to their particular field are amongst the most effective approaches for their professional self-improvement. In the Continuing Education for R and D Careers (NSF, 1969), respondents ranked reading as the first or second in importance in keeping up to date in their field. Of particular interest here were the techniques that personnel used to keep up to date by reading literature, abstracts, information retrieval outputs, and reviews of books. In a study on Factors Related to Professional Development of Librarians (Stone, 1969), librarians indicated that they read 2-3 books a year, as compared to respondents in our study, where over 46% were reading from 1-4 books per year. The fact that there is such a heavy reliance by personnel upon professional journals and books for self-development dramatizes the need for articles in professional journals and books on topics that are likely to increase the competency or improve the performance of library/LRC personnel. This might suggest the desirability of including articles of a theoretical or research nature as well as examples of best practice for practitioner in professional journals. Another important factor is that the majority of those activities mentioned by personnel as self-directed require minimal financial commitments from individual personnel or the libraries/LRC's.

6. Interaction Model: dialogue with peers. One of the most effective techniques for community college library/LRC personnel professional development appears to be opportunities (workshops, seminars, institutes, staff meetings) for interaction with fellow staff and librarians to explore in the field discrete issues which are germane to the tasks personnel confront daily as practitioners. It appears that more frequent staff meetings where personnel can exchange ideas, discuss mutual problems and decisions related to solving these problems might serve as opportunities for such interaction. These meetings could serve to stimulate personnels interest in new developments in their field and create better communication processes amongst personnel in sharing ideas and dealing with job related problems. Personnel might be encouraged to take advantage of professional association meetings, workshops, etc., or participate in exchange programs with other librarians/LRC's where discussions about others alternative models of practice might improve ones own.

7. Degree Work: formal courses, graduate work (i.e., MLS degree). In our study respondents indicated an interest (see section entitled "Continuing Education Activities You Prefer") in formal degree programs with the stipulation that provisions are made for part-time evening students. One of the implications in that participation rates in formal degree programs would likely increase if personnel had better access to programs in their own geographic area. This might require increased cooperation from graduate schools in offering courses off campus, within close proximity of the work setting of personnel, and with limited residency requirements.

In several studies reported by Stone (1974) regarding continuing education interests of librarians, there was considerable interest in providing continuing education opportunities in the form of programmed instruction, video tapes, cassettes, and correspondence courses. According to respondents in our study, these so-called "packaged" educational programs were considered the least effective educational materials and instructional methods for professional development. However, the planned

of continuing education programs should not quickly discount such approaches in planning and conducting educational programs because staff may not have selected these approaches due to their lack of familiarity or opportunity to use such approaches during their own previous educational experiences.

4. Location of Programs. Personnel prefer continuing education programs that are offered near their home or place of work. This coincides with previous findings (Section II) of the questionnaire responses for participants that having easy opportunities for continuing education is an important incentive that is likely to encourage staff participation in continuing education activities.

5. Duration of Programs. Continuing education programs that are one-half to three days in duration are ranked in terms of length. Personnel are least interested in weekend workshops, even if it is offered in a central in-state within the state, or in long-term activities such as attending summer schools or taking graduate level courses to engage in continuing education activities.

6. Content Related to Work. Library/LRC personnel are more likely to participate in learning activities if the content relates to improving their job performance (Boyer, 1982; Rowe, 1980). The library/LRC personnel are most apt to participate if they know the nature and scope of the program. The likelihood that personnel will participate is increased if they participate in program planning. Personnel are less willing to participate if the objectives are unknown or there are "hidden agendas."

7. Accessibility- Long-term Scheduling. Utilizing one's own community college campus community facilities, or other nearby college campuses to conduct continuing education activities is likely to increase access for and participation of personnel. Another technique to increase accessibility to the use of various delivery services: computer tapes, video tapes, and programmed instruction for continuing education programs for staff who are unable to attend a regularly scheduled

activity. It is important that continuing education activities allow for easy entrance and exit for participants, so that the operations of activities do not create major barriers that might discourage them from future participation. In addition, personnel also indicated they are more likely to attend programs scheduled late in the week rather than on weekends.

8. Financial Assistance. Stone's (1974) findings indicated that the need for financial assistance to attend seminars and workshops was very important to most respondents. In our study this specific question was not asked but respondents did indicate provisions for tuition rebate as an important incentive for their attendance at credit courses.

9. Recognition and Rewards. Two indicators in our study confirmed Herzberg's (1968) finding that ranking high in terms of individual's motivation to participate are: rewards for participation that result in recognition for work achievement, increased job responsibility, and advancement. Our findings indicate that improved job performance-- being more satisfied in one's job-- ranks high as an incentive for participation in continuing education activities. In addition, higher pay for improved job performance is also important. Until recently there have been few rewards other than personal satisfaction for participation in continuing education activities for librarians. Participation in continuing education should be one of the criteria in the promotion and rewards structures for personnel.

10. Current Availability. In our findings, respondents indicate that several conditions already exist in their community college that motivates them to participate in continuing education activities. These include: becoming more satisfied with job, having nearby opportunities for their participation, and having encouragement from head administrators. Staff indicates that the following are not yet a reality but if available might increase participation.

a. That the library/LRC will pay rebate monies for attending continuing education activities.

b. That continuing education is integrated into the daily tasks of personnel, and that

c. Participation in continuing education means higher salaries.

While the aforementioned findings indicate to program planners some of the factors that facilitate the development of continuing education activities and increase participation of personnel, there remain certain obstacles that the planner of continuing education activities must confront in planning activities.

Stone (1974) asked respondents about those internal factors within the library and those external factors from society that inhibit participation in continuing education activities. These factors are applicable to community college library/LRC personnel as well.

The external forces that inhibit development of continuing education activities are:

1. Anxiety of being dictated to in terms of what one has to do,
2. The low priority generally of continuing education activities,
3. Administrators don't want to rock the boat because of vested interests,
4. No rewards for participation in such activities,
5. Tradition of relying on formal degree programs or pre-serve training as the necessary prerequisites for effective job performance.

Those external forces which inhibit include:

1. The lack of funding,
2. The shrinking job market,
3. The over-emphasis on formal degrees.

In our study obstacles to participation included:

1. There are not enough full-time personnel to allow individuals release time from regular job responsibilities to engage in continuing education activities.

2. Some community colleges have large part-time, volunteer staffs for whom it is difficult to schedule continuing education programs and activities.

3. The lack of reward structures that recognize the accomplishments of personnel who have engaged in continuing education activities that have resulted in improved job performance.

4. Sporadic and often ineffective in-service training programs are likely to deter future personnel participation in continuing education activities.

5. The fact that until recently continuing education activities focused mainly on the educational needs of administrators to the exclusion of needs of the other professional and support staff.

6. Lack of the availability of financial resources for tuition in credit or non-credit courses or fees for conferences, workshops, etc., have curtailed participation.

7. Lack of knowledge on the availability or accessibility to continuing education programs, specifically information that describes content and focus of programs.

In addition to those barriers to participation identified by personnel in our study review of the literature on continuing education for librarianship identifies three problems that continue to limit participation of personnel in continuing education activities. It is important that planners of continuing education activities be cognizant of these limiting factors.

1. Librarians are more motivated to attend meetings if they know the substance of the meetings and that the subject matter and discussion will relate to their particular job. More often than not this information is not made explicit in brochures, announcements, etc. prior to the time of the particular program.

2. Zarchart (1972) points out that the greatest flaw in programs is the fact that administrators and teachers do not know how to help adults to learn. Planners and teachers of continuing education activities tend to treat adults as children. This produces anxiety and works against participation.

3. There is a lack of continuity between formal education programs (pre-service) and transition to in-service educational programs for professionals. The concept of life-long learning is not acquired in pre-service or graduate training and as Alvarez (1969) has indicated continuing education activities unjustly remain solely the responsibility of professional associations.

money reward, recognition, release time) of the value the library/LRC in which one works and the library profession places on personnel's efforts to improve their performance.

In addition there are alternative ways in which the individual professional, the organization in which the professional works, and the professional association can begin to engage in educational activities that coincide with their educational interests. Program planners efforts to develop continuing education activities will to a certain extent be dependent on:

1. The abilities of the library/LRC personnel to develop their own learning experiences.
2. The commitment of the library/LRC in which they work to develop continuing education activities.
3. The extent to which the library professional associations develop continuing education activities that include opportunities for all types of personnel.

Studies by Stone (1974) and others on needs of personnel in libraries, have discussed ways in which the individual, organization, and professional association can develop continuing activities that are similar to findings in our study of community college library/LRC personnel.

Individual Library/LRC Personnel

There are indications from our study that one of the more effective ways in which individual personnel prefer to engage in professional development activities is when they assume major responsibility for developing their own learning experience. These activities are self-directed and are likely to include some of the following:

1) When a staff member engages in continuing education activities and report those experiences in writing or conversation with others, this tends to encourage other staff to participate.

VIII. RECOMMENDATIONS FOR PLANNERS OF CONTINUING EDUCATION ACTIVITIES

The aforementioned study findings should indicate to planners of continuing education activities, that there are several factors which must be considered and actions taken in developing continuing education activities in which community college library/LRC personnel are likely to participate. It might be helpful for planners to consider the following:

1. Let personnel be involved in planning learning experiences that meet their own continuing education needs. There is personal satisfaction and commitment to activities in which the learner has a major role in planning.

2. Develop educational activities which allow participants to select from alternative learning approaches. Recognize the fact that personnel have differences in educational needs and learning style that are attributable to their specific job responsibilities, age, level of formal education, number of years they have worked in the library field, etc.

3. Create a learning environment which allows participants flexibility in entering or leaving. An environment is needed that does which does not initially create barriers which prohibit personnel from entering (e.g., registration restrictions, enrollment prerequisites) or creates anxieties once a person gets involved, e.g. stressing testing or putting extreme pressures on the learner by the complexity of tasks involved.

4. Locate continuing education activity in a place which is most convenient for the learner, preferably in one's own work setting.

5. Provide for continuity in continuing education activities. Make provisions for personnel who have completed pre-service training to continue to build on those learning experience in in-service activities.

6. Build on effective reward system for personnel who participate in continuing education activities. Provide personnel tangible evidence (e.g.,

2) Reading professional journals and books related to professional practice is an effective way for the individual to increase knowledge of new skills or attributes of best practice in the field.

3) Various techniques of programmed instruction are available to individuals. There is a variety of audio-tutorial equipment which helps the individual learn at his own pace.

4) Participation in internships and exchanges of library personnel between community colleges in a regional area or nationwide.

5) In the preparation of orientation classes to teach various users the processes for location and use of instructional materials and equipment personnel often find they refresh or extend their knowledge and skills related to particular aspects of the field.

6) Engaging in research activities, writing papers for publications in professional journals, or making presentations at a conference are all opportunities in which the individual examines the current state of the art and makes contributions to his own as well as others' understanding of major issues confronting the field.

7) Completion of diagnostic self-assessment tests gives individuals an indication of their level of competence compared to peers and areas in which they need additional knowledge and skills.

As Houle (1967) states, individual practitioners can develop their own effective continuing education activities if they develop a process to teach themselves to learn instead of relying on someone else. "If you teach a person what to learn you are preparing him for the past. If you teach him how to learn you are preparing him for the future."

The Library/LRC

Stone (1974) suggests actions within the work setting, in this case the individual library/LRC, that can contribute to development of continuing education activities:

1) Survey existing personnel and material resources within one's own organization that might be used in development of continuing education activities.
2) Develop an advisory committee of library personnel to suggest continuing education activities on a continuing basis that are most needed for the library/LRC.
3) Assign responsibility for development of continuing education education activities to different personnel on a revolving basis so that they have an opportunity to review new material and develop related learning experience.
4) Try to develop a transitional program for individuals who have finished pre-service training and need to get involved in in-service programs within your library/LRC.
5) Try to develop personnel exchanges with other community college libraries such as regional or statewide internship programs.
6) Develop long-range plans for the integration of continuing education activities. Try to develop continuing education activities as an integral part of the daily operation of the library/LRC with the goal to improve performance of staff.
7) Work more closely with the professional library associations regarding continuing education activities for various types of staff.

Continuing education programs and activities should be viewed as an integral part of the daily operation of the community college library/LRC. Administrators should encourage the use of organizational development

concepts which view attending to the educational needs of all levels of personnel as essential in the overall growth and development of the library/LRC.

The Library Professional Association

Professional associations are often viewed as having the prime responsibility for developing continuing education programs for its membership, according to Houle (1967).

> The professional association crowns all other efforts at continuing education and bears the chief collective responsibility for it . . .

Those activities sponsored by the professional association can include:

1. Develop training laboratories in which personnel can develop and test new practices.

2. Encourage both credit and non-credit formal and non-degree types of continuing education activities that are accessible to personnel in close proximity to their work setting.

3. Help set standards for continuing education programs to include proper context, effective educational needs assessment techniques, variety of alternative instructional modes, and evaluation.

4. Develop a proper recognition or reward system for those who engage in continuing education activities which include such things as release time, advancement, higher salary.

5. Encourage community college library/LRC's to develop in-service or continuing education activities as more than once-a-year events. Proper short and long-range planning can provide better continuity in terms of continuing education experiences for personnel.

6. The professional journal should provide space for articles by practitioners that reflect examples of good practice. Articles from

journals and other professional fields relating to continuing education may be good resources for personnel in the field.

7. Set up a committee system whereby several people are in charge of specific aspects of continuing education for various types of personnel within the library/media professional associations.

Not only can the professional association serve as a catalyst for the development of continuing education programs but its conventions, institutes, workshops, and professional journals can exemplify best examples of continuing education activities. The professional association can serve to set the standards for best continuing education practice in the field and by developing cooperation and networks of communication amongst professionals and nonprofessionals serve as a valuable resources for development of continuing education programs and activities.

In summary, the findings from our study and their implications for continuing education are meant to serve as one source of information for the planners of continuing education to assist in their efforts to develop educational activities that are responsive to the needs of various types of personnel within Illinois community college libraries/LRCs. In addition, it was our intent to describe a process that might be replicated, with modifications where necessary, as part of a continuous effort to assess personnels educational needs.

APPENDIX A:

QUESTIONNAIRE

CONTINUING EDUCATION QUESTIONNAIRE FOR PERSONNEL
ASSOCIATED WITH COMMUNITY JUNIOR COLLEGE
LEARNING/LEARNING RESOURCE CENTERS (LRC)

I. Information About the Library/LRC Where You Work

If you are the Director or Head Administrator of Library/LRC please answer questions 1 - 6, if not please skip to question 6.

1. State the approximate numbers of items in your library's collection:
   Print _____ ( ) 6
   Non-print _____ ( ) 6
2. Give the estimated average daily circulation for print and non-print items:
   Print _____ ( ) 10
   Non-print _____ ( ) 11
   Combination _____ ( ) 12
3. Indicate the number of staff members who work in your library:
   Total number of staff _____ ( ) 13
   Number of "full time equivalents" _____ ( ) 14
4. State the hours that the library is open to patrons:
   Number of hours during average weekday _____ ( ) 15
   Number of weekdays per week open to patrons _____ ( ) 16
   Number of hours open on Saturdays _____ ( ) 17
   Number of hours open on Sundays _____ ( ) 18
5. Give the approximate population served by your library (not necessarily limited to your own college)
   _____ ( ) 19
6. Give the approximate number of calls your library/LRC is located from a college (junior college or four-year college) that offers library science courses:
   _____ calls ( ) 20
   Name of college _____ ( ) 21
   ( ) 22
   ( ) 23

II. Information About Your Job

7. Specific title of your present position _____ ( ) 24
8. Please specify major job responsibilities _____
   _____
9. State what proportion of a "full time equivalent" you are currently working: 25
   50% or less ..... 5 ( )
   51 - 63% ..... 6 ( )
   81 - 75% ..... 7 ( )
   76 - 100% ..... 8 ( )

III. Information About You

10. Indicate marital status: 26
    Single ..... 5 ( )
    Married ..... 6 ( )
11. Indicate sex: 27
    Male ..... 5 ( )
    Female ..... 6 ( )
12. Specify information about formal education activities leading to a degree in which you were enrolled (exclude high school, junior college, four-year college, university, graduate programs, technical school, etc.):

Dates Attended	Name of Schools	Major Subject Studied	Degree Received		
_____	_____	_____	_____	( )	27
_____	_____	_____	_____	( )	28
_____	_____	_____	_____	( )	29
_____	_____	_____	_____	( )	30
_____	_____	_____	_____	( )	31

13. Indicate the total number of years you have worked in a library: (full or part time) _____ years ( ) 32
14. Specify what non-library job you had, if any, prior to joining the library/LRC
    _____ ( ) 33
15. List the library associations or organizations to which you belong (exclude honorary associations):
    _____ ( ) 34
    _____ ( ) 35
    _____ ( ) 36

19. List the non-library organizations or associations to which you belong (professional, business, public service etc.):

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20. Description of Current Work Activities and Educational Interests

(1) This area has to the center column, every aspects of the roles to which some library personnel (e.g. reference visitors, media specialists, subscriptions, graphic artists, clerical, para-professionals, etc.) devote part of their time and which some personnel might like to have more about. For each of the topics listed below, check in the left column the approximate proportion of your time that you currently devote to that aspect, and check in the right column the extent of interest you have in learning more about that aspect.

LEFT COLUMN - ACTIVITIES:

Check "Some" if you currently devote more than 10% of your time to the aspect. Check "Most" if you do more than 50%. Leave blank if you do not deal with the aspect to a significant extent. Persons in based on their prior work, and full time equivalent.

RIGHT COLUMN - INTERESTS:

Check "Some" if you are interested enough to spend time on more than full time or an educational program available during the year, or including on the aspect. Check "Most" if you are interested in every reading and information about the aspect, but less than here than equivalent. Leave blank if you are not interested.

A. ADMINISTRATION

Activities: Some	Activities: Most			Interests: Some	Interests: Most
		1.	**OPERATION & MANAGEMENT OF LIBRARY/MEDIA CENTER**		
☐	☐	60.	Handling general administrative responsibilities as head of library.	☐	☐
☐	☐	61.	Handling general administrative responsibilities as head of media center.	☐	☐
☐	☐	62.	Handling public relations and interpretation of library/LMC to community.	☐	☐
☐	☐	63.	Confering with administrative and faculty concerning library operations, programs, and budgets.	☐	☐
☐	☐	64.	Planning for expanding programs of media services.	☐	☐
☐	☐	65.	Maintaining lines of communication with the college administrative offices.	☐	☐
☐	☐	66.	Supervising work of the nonprofessional library staff.	☐	☐
☐	☐	67.	Conducting in-service, or on-the-job training program for library staff.	☐	☐

B. INSTRUCTIONAL SERVICES

		1.	**DEVELOPMENT OF EDUCATIONAL PROGRAMS**		
☐	☐	68.	Assisting individual teachers in curriculum planning.	☐	☐
☐	☐	69.	Conducting evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcomes.	☐	☐
☐	☐	70.	Promoting leadership in determining educational objectives of library services.	☐	☐
☐	☐	71.	Developing language library/LMC plan cooperatively with faculty and administrators.	☐	☐
☐	☐	72.	Planning cooperatively with faculty members to coordinate materials and library activities with instructional programs, units, and textbooks.	☐	☐
☐	☐	73.	Planning and discussing library-technical topics, units, and activities with teachers.	☐	☐
☐	☐	74.	Developing new uses for materials and equipment.	☐	☐
☐	☐	75.	Engaging in research activities relative to educational media and media center programs.	☐	☐
☐	☐	76.	Working with teachers to design teams/new to instruction.	☐	☐
		2.	**INSTRUCTIONAL TASKS**		
☐	☐	77.	Orienting faculty, students, community, etc. to library.	☐	☐
☐	☐	78.	Assisting students to develop competency in listening and viewing skills.	☐	☐
☐	☐	79.	Developing and directing individual reading guidance programs.	☐	☐
(add here)					
☐	☐	3.	Guiding reference and research work of small and large groups.	☐	☐
☐	☐	81.	Assisting with assignments done in the library.	☐	☐
☐	☐	82.	Giving instruction in the use of audiovisual equipment.	☐	☐

Activities				Concepts	
Data	Ideas			Data	Ideas
(1)	(1)	(A)	Coordinating and participating in workshops for teachers on productive behaviours	(A)	(A)
(1)	(1)	(B)	Coordinating workshops for teachers in use of materials	(B)	(B)
(1)	(1)	(C)	Analysing statistical reports and data	(C)	(C)
(1)	(1)	(D)	Preparing student authorised visits and library visits	(D)	(D)
(1)	(1)	(E)	Studying conditions - equal opportunity employment, affirmative action programs	(E)	(E)
(1)	(1)	(F)	Coordinating library staff meetings	(F)	(F)
(1)	(1)	(G)	Working cooperatively with regional education and library service units	(G)	(G)
(1)	(1)	(H)	Planning budget estimates (including Program Planning Budgeting System)	(H)	(H)
(1)	(1)	(I)	Writing and editing news articles, announcement materials, and exhibits for school and local papers	(I)	(I)
(1)	(1)	(J)	Planning and participating in meetings to prepare the functions and services of the library to individual groups and institutions' requirements	(J)	(J)
(1)	(1)	(K)	Planning and administering library buildings and premises	(K)	(K)
(1)	(1)	(L)	Planning personnel selections, development, and evaluations	(L)	(L)
(1)	(1)	(M)	Handling legislation, taxations, and public financing	(M)	(M)
(1)	(1)	(N)	Evaluation of programs and services offered for college and community	(N)	(N)
(1)	(1)	(O)	Developing research programs in libraries	(O)	(O)
(1)	(1)	(P)	Performing recent library research	(P)	(P)
(1)	(1)	(Q)	Working with student athletics groups to improve library services	(Q)	(Q)
(1)	(1)	(R)	Preparing community surveys - development of survey questionnaires	(R)	(R)
(1)	(1)	(S)	Developing automated services	(S)	(S)
(1)	(1)	(T)	Planning information storage and retrieval systems	(T)	(T)
(1)	(1)	(U)	Establishing policies concerning maintenance of materials	(U)	(U)
(1)	(1)	(V)	Investigating various materials forms (e.g., requirements for materials)	(V)	(V)

B. [illegible]

(1)	(1)	(W)	Supporting college film productions	(W)	(W)
(1)	(1)	(X)	Preparing materials for distribution and computer operations	(X)	(X)
(1)	(1)	(Y)	Producing specialized materials for workshops or other needs	(Y)	(Y)
(1)	(1)	(Z)	Making sample display devices for use in instructions (i.e., 16 mm bundle, bulletin boards, etc.)	(Z)	(Z)
(1)	(1)	(AA)	Duplicating or copying print materials for instructional use	(AA)	(AA)
(1)	(1)	(AB)	Designing and authorized materials for instructional use (i.e., slides, Flowmaps, charts, graphics)	(AB)	(AB)
(1)	(1)	(AC)	Designing general publicity materials, posters, bookmarks, and other graphic materials	(AC)	(AC)
(1)	(1)	(AD)	Supporting video tape productions for the college	(AD)	(AD)
(1)	(1)	(AE)	Assisting in preparation of college radio program	(AE)	(AE)

C. [illegible]

1. [illegible]

(1)	(1)	(AF)	Reading writing reference in literature media	(AF)	(AF)
(1)	(1)	(AG)	Advising faculty participation and recommendations in evaluating and selecting materials	(AG)	(AG)

next form

(1)	(1)	(A)	Helping to formulate specifications for purchase of authorized equipment	(A)	(A)
(1)	(1)	(B)	Arranging for and evaluating quotes and estimates relative of materials	(B)	(B)
(1)	(1)	(C)	Cooperating with faculty and administrators regarding selection of audiovisual equipment	(C)	(C)
(1)	(1)	(D)	Evaluating and selecting print materials	(D)	(D)
(1)	(1)	(E)	Evaluating and selecting non-print materials	(E)	(E)
(1)	(1)	(F)	Budgeting acquisition of major equipment	(F)	(F)
(1)	(1)	(G)	Interviewing vendor issues on ordering	(G)	(G)
(1)	(1)	(H)	Inspecting and checking print materials and equipment received, and verifying invoices with shipment and order	(H)	(H)

Activities Major	Activities Minor			Interests Major	Interests Minor
☐	☐	34.	Building and evaluating library collections.	☐	☐
☐	☐	35.	Selecting and arranging for acquisition of serials.	☐	☐
☐	☐	36.	Keeping abreast of current trends in the publishing industry.	☐	☐
☐	☐	37.	Handling acquisitions statistics.	☐	☐

B. CATALOGING AND CLASSIFICATION

☐	☐	38.	Recataloging and reclassification.	☐	☐
☐	☐	39.	Cataloging and classification of media.	☐	☐
☐	☐	40.	Verifying bibliographic data for cataloging purposes.	☐	☐
☐	☐	41.	Classifying and cataloging all types of print materials.	☐	☐
☐	☐	42.	Classifying and cataloging all types of non-print materials.	☐	☐
☐	☐	43.	Establishing cataloging and classification policies.	☐	☐
☐	☐	44.	Reading and reviewing new materials for the purpose of classification.	☐	☐
☐	☐	45.	Compiling and revising book catalogs of print and non-print materials.	☐	☐
☐	☐	46.	Filing pamphlets, clippings, pictures, and other vertical file materials.	☐	☐
☐	☐	47.	Planning for reorganization and relocation of materials collections.	☐	☐
☐	☐	48.	Maintaining reserve collection, assembling and clearing as required.	☐	☐

C. CIRCULATION

☐	☐	49.	Developing new circulation systems.	☐	☐
☐	☐	50.	Developing hardware for circulation systems.	☐	☐
☐	☐	51.	Operating equipment for automated retrieval systems.	☐	☐
☐	☐	52.	Delivering and collecting materials and equipment.	☐	☐
☐	☐	53.	Ordering and returning materials and equipment from district and/or other material centers.	☐	☐
☐	☐	54.	Planning systems of scheduling and delivery of materials and equipment.	☐	☐
☐	☐	55.	Establishing policies and procedures for circulation of materials.	☐	☐
☐	☐	56.	Maintaining circulation files and records.	☐	☐
☐	☐	57.	Checking out materials (print and non-print).	☐	☐

D. CLERICAL

☐	☐	58.	Assisting in inventorying audiovisual and other equipment.	☐	☐
☐	☐	59.	Handling clerical and secretarial aspects of correspondence (i.e., sorting, filing, typing, mailing, etc.).	☐	☐
☐	☐	60.	Typing notices, requisitions, bulletins, bibliographies, letters, stencils, orders, etc.	☐	☐
☐	☐	61.	Searching for and verifying bibliographic data in trade catalogs.	☐	☐

(next four)

☐	☐	62.	Preparing and assembling bibliographic data for cat ing.	☐	☐
☐	☐	63.	Placing call numbers, classification numbers, copy numbers, etc., in/on books and other materials.	☐	☐
☐	☐	64.	Mounting or laminating pictures, clippings, slides, etc.	☐	☐
☐	☐	65.	Determining methods and procedures for preparation of materials.	☐	☐
☐	☐	66.	Labeling library materials such as pamphlets, pictures, and clippings.	☐	☐
☐	☐	67.	Repairing books and other printed materials.	☐	☐
☐	☐	68.	Preparing materials for bindery.	☐	☐
☐	☐	69.	Maintaining, repairing, and making minor adjustments to audiovisual equipment.	☐	☐

E. READER SERVICES

1. LIBRARY SERVICES FOR COLLEGE STAFF, STUDENTS, AND COMMUNITY

☐	☐	70.	Setting up audiovisual equipment such as projectors and tape recorders.	☐	☐
☐	☐	71.	Assisting teachers and students in the use of production techniques.	☐	☐
☐	☐	72.	Compiling materials lists and abstracting printed materials for faculty and students	☐	☐
☐	☐	73.	Administering inter-library loan services.	☐	☐
☐	☐	74.	Answering ready-reference questions.	☐	☐

Activities: Major	Activities: Minor			Interests: Major	Interests: Minor
☐	☐	34. Improving general reference services.	35.	☐	☐
☐	☐	36. Planning, preparing, and arranging bulletin boards, displays, and exhibits.	37.	☐	☐
☐	☐	38. Initiating projects and activities relating to the library and its resources.	39.	☐	☐
☐	☐	40. Organizing and conducting special activities for interested groups within the community.	41.	☐	☐
☐	☐	42. Assisting in and providing materials for extra-curricular activities (leisure time).	43.	☐	☐
☐	☐	44. Compiling individual reading guidance lists for students.	45.	☐	☐
☐	☐	46. Identifying students with reading and study problems and seeking ways to help them.	47.	☐	☐
☐	☐	48. Keeping a record of each student, including such information as program, reading record, interests, needs, and abilities.	49.	☐	☐
☐	☐	50. Participating in or conducting guidance conferences with teachers and/or parents regarding individual students.	51.	☐	☐
☐	☐	52. Informing faculty of innovations, research, and current developments in education.	53.	☐	☐
☐	☐	54. Informing faculty of available in-service workshops and courses, professional meetings, and educational resources of the community.	55.	☐	☐
☐	☐	56. Assisting teachers in locating bibliographic data.	57.	☐	☐
☐	☐	58. Informing teachers of new library services, materials, and equipment.	59.	☐	☐
☐	☐	60. Supervising use of Cable Television (CATV) programs.	61.	☐	☐
☐	☐	62. Utilizing computer retrieval information services.	63.	☐	☐
☐	☐	64. Serving disadvantaged and minorities--Outreach programs.	65.	☐	☐
☐	☐	66. Serving the aged.	67.	☐	☐
☐	☐	68. Serving local agencies and institutions (e.g., nursing home, youth home, city government).	69.	☐	☐
☐	☐	70. Serving professionals, academicians, and scientists (doctors, lawyers, teachers, businessmen).	71.	☐	☐
☐	☐	72. Organizing and operating reference services.	73.	☐	☐
☐	☐	74. Developing search logic and tactics.	75.	☐	☐
☐	☐	76. Conducting the reference interview.	77.	☐	☐

Other Topics, Please Specify:

_____ ( )78.

_____ ( )79.

_____

_____

(Card Five)

V. How You Keep Up-To-Date in Your Field

18. Indicate the professional association meetings (international, national, state, regional, or local) you attended during the past 12 months:

Association	Type of Meeting	Number of Days	
			( ) 8
			( ) 9
			( )10
			( )11
			( )12

19. Have you attended any in-service education programs sponsored by your college during the past 12 months?

Yes.....1 ( ) ( )13

No.....2 ( ) ( )14

20. If yes, please describe type of program: _____

_____

21. Indicate how frequently these programs are held:

Daily	1	( )
Weekly	2	( )
Monthly	3	( )
Quarterly	4	( )
Yearly	5	( )
Held only once as a single event	6	( )

15

22. Indicate if you have attended an institute, seminar, workshop or some other educational meeting (not for university credit) related to your job or career interests during the past 12 months:

Yes	1	( )
No	2	( )

16

If yes, provide specific information:

Type of Activity	Sponsor	Length (days or hours)	
			( ) 17
			( ) 18
			( ) 19

23. Indicate if you have participated in an organized tour of another library during the past 12 months:

Yes	1	( )
No	2	( )

20

24. Indicate the number of hours per week you spend reading professional journals, research documents and other publications related to your job or career related interests _____hrs. ( ) 21

25. Give the approximate number of books related to your professional self-improvement you read during the past 12 months: _____ ( ) 22

26. Describe types of materials and information you find most effective for professional development (Check one or more items)

	most effective	moderately effective	least effective	
a. motion pictures	☐	☐	☐	23
b. cassette tapes	☐	☐	☐	24
c. records	☐	☐	☐	25
d. video tapes	☐	☐	☐	26
e. slide sets	☐	☐	☐	27
f. professional journals	☐	☐	☐	28
g. books	☐	☐	☐	29
h. conversations with fellow staff	☐	☐	☐	30
i. materials from workshops and conventions	☐	☐	☐	31
j. listening to experts in the field	☐	☐	☐	32
k. educational T.V.	☐	☐	☐	33

List other methods you use for keeping up-date professionally:

_____ ( ) 34

_____ ( ) 35

VI. INCENTIVES

27. This section lists incentives or rewards for participating in continuing education activities. Please rate each item in the left hand column in terms of the value it holds for your participation by marking its relevance. Rate the item in the right hand column in terms of its availability in your library/LRC.

Relevance							Current Availability						
Relevant	Fairly Relevant	No Opinion	Minimally Relevant	Irrelevant			Always Available	Usually Available	No Opinion	Seldom Available	Never Available		
1	2	3	4	5	36.	a. Being released from some routine work responsibilities .	37.	1	2	3	4	5	
1	2	3	4	5	38.	b. Receiving higher salary.	39.	1	2	3	4	5	
1	2	3	4	5	40.	c. Receiving special recognition.	41.	1	2	3	4	5	
1	2	3	4	5	42.	d. Being more directly involved in policy and decision making.	43.	1	2	3	4	5	
1	2	3	4	5	44.	e. Receiving extra pay for special assignments.	45.	1	2	3	4	5	
1	2	3	4	5	46.	f. Receiving more time for travel to professional meetings.	47.	1	2	3	4	5	
1	2	3	4	5	48.	g. Receiving written notes of appreciation from faculty and administrators.	49.	1	2	3	4	5	
1	2	3	4	5	50.	h. Having nearby opportunity for professional development.	51.	1	2	3	4	5	
1	2	3	4	5	52.	i. Becoming more satisfied with my job.	53.	1	2	3	4	5	
1	2	3	4	5	54.	j. Increasing my personal/professional competence is reward enough.	55.	1	2	3	4	5	
1	2	3	4	5	56.	k. Receiving tuition rebate for taking credit courses.	57.	1	2	3	4	5	
1	2	3	4	5	58.	l. Using office hours for continuing education activities.	59.	1	2	3	4	5	
1	2	3	4	5	60.	m. Having additional assistance (student aids, clerical help, etc.)	61.	1	2	3	4	5	
1	2	3	4	5	62.	n. Other _____	63.	1	2	3	4	5	

VII. Types of Continuing Education Activities You Prefer

28. Please mark the choice which best expresses your feeling toward each continuing education activity listed below. Would Not Participate means you do not like that form and would not participate (unless you were forced to). Would Participate means you are somewhat neutral on that form, but would participate if the subject was of vital importance. Highly Preferred indicates you really like that form and, if the subject was appropriate, you would participate.

			Would Not Participate (1)	Would Participate (2)	Highly Preferred (3)
A.	Enroll in a formal degree program related to your job or career interests	64.	☐	☐	☐
B.	Enroll in a formal degree program in some other subject outside your job related interests.	65.	☐	☐	☐
C.	Take a one-semester (approximately 3-1/2 months) leave of absence to take courses related to your job or career interests.	66.	☐	☐	☐
D.	Enroll in courses at night if offered at a nearby college.	67.	☐	☐	☐
E.	Enroll in courses during summer school .	68.	☐	☐	☐
F.	Go to institutes, seminars or workshops sponsored by library or other professional schools 4 days to one week in length.	69.	☐	☐	☐
G.	Go to institutes, seminars or workshops that run 2-3 days.	70.	☐	☐	☐
H.	Go to institutes, seminars or workshops that run 1 day.	71.	☐	☐	☐
I.	Attend seminars or lectures that run 1/2 day or less .	72.	☐	☐	☐
J.	Do correspondence course work or some other form of self-instruction materials that can be done at home.	73.	☐	☐	☐
K.	Join in an evening discussion groups with job associates in your local area.	74.	☐	☐	☐
L.	Go to weekend seminars or workshops in a central location in the state.	75.	☐	☐	☐
M.	Go to weekend seminars or workshops conducted in your local region of the state.	76.	☐	☐	☐
N.	Join in with local discussion groups when outside experts are brought in as a resource.	77.	☐	☐	☐

(Card Six)

29. Indicate the months that you would prefer for any conference, seminar or workshop devoted to continuing education: (check one or more)

January-February	( )	8
March-April	( )	9
May-June	( )	10
July-August	( )	11
September-October	( )	12
November-December	( )	13
No preference	( )	14
Not interested in any time	( )	15

30. Specify the days of the week you would prefer to attend any conference or seminar or workshop devoted to continuing education: (check only one)

Monday-Tuesday	1( )	16
Tuesday-Wednesday	2( )	
Wednesday-Thursday	3( )	
Thursday-Friday	4( )	
Friday-Saturday	5( )	
Saturday-Sunday	6( )	
No preference	7( )	
Not interested any time	8( )	

31. Indicate how much value the current professional journals and magazines are to your continuing professional education:

No help	1( )	17
Little help	2( )	
Much help	3( )	

32. How might they be improved?

_____ ( ) 18

_____ ( ) 19

_____ ( ) 20

_____

_____

33. Indicate other forms of continuing professional education you would like to see tried:

_____ ( ) 21

_____ ( ) 22

_____

_____

VIII. Obstacles to Your Participation in Continuing Education Activities

34. All library/LRC personnel face some obstacles in keeping up professionally. We have listed below some comments made by personnel about why they do not engage in as much continuing education as they might like. Please mark the column (Not at all Appropriate, Somewhat Appropriate, or Very Appropriate) that best fits your own situation:

			Not at all Appropriate (1)	Somewhat Appropriate (2)	Very Appropriate (3)
A.	I do not have enough time.	23.	☐	☐	☐
B.	We do not have enough staff at the library/LRC for me to take time off.	24.	☐	☐	☐
C.	I have to work the whole year. . . If I had the summer off it would be a different story.	25.	☐	☐	☐
D.	Aside from the mail (correspondence courses, journals, letters), there's nothing available in my area.	26.	☐	☐	☐
E.	I don't think I could afford the expenses involved.	27.	☐	☐	☐
F.	My library/LRC does not pay for my travel and participation in continuing education programs	28.	☐	☐	☐
G.	My library/LRC does not give me time off for participating in continuing education programs.	29.	☐	☐	☐
H.	The library/LRC policy discourages me from participating in continuing education programs.	30.	☐	☐	☐
I.	The head of my library/LRC (or my superior) discourages me from participating in continuing education programs.	31.	☐	☐	☐
J.	After a certain age, it's hard to learn new things.	32.	☐	☐	☐
K.	The library or other job related continuing education programs that are now available do not fit my needs.	33.	☐	☐	☐
L.	I would rather not take the time away from my family.	34.	☐	☐	☐
M.	The continuing library education programs that are currently available are too far away.	35.	☐	☐	☐
N.	Based upon my past experience with continuing education programs I don't feel they are worth my time.	36.	☐	☐	☐
O.	I don't know what continuing library or other job related education programs are available.	37.	☐	☐	☐
P.	I'm not interested in continuing education programs.	38.	☐	☐	☐

35. You may have some special obstacles of your own which aren't covered by the above comments. Please jot down any we've missed that apply to your situation.

_____ ( ) 39

_____ ( ) 40

_____ ( ) 41 ( ) 42

36. Would you write below any other suggestion regarding how future continuing education programs could be designed so they would be most beneficial to you?

_____ ( ) 43

_____ ( ) 44

_____ ( ) 45

APPENDIX B

LIST OF PARTICIPATING COMMUNITY COLLEGES

PARTICIPATING ILLINOIS COMMUNITY JUNIOR COLLEGE

LIBRARIES/LEARNING RESOURCE CENTERS (LRC)

COMMUNITY JUNIOR COLLEGE	ADMINISTRATOR/DIRECTOR LIBRARY/LRC AS OF 6/74	# of RESPONDENTS
Belleville Area College	Lloyd Gentry	11
Black Hawk College	Donald Rowland	5
Carl Sandburg College	Margaret Wainer	6
College of DuPage	Richard Ducote	10
College of Lake County	Tom Buchta	3
Community College of Decatur	Doug Green	5
Danville Junior College	Sherman Zelinsky	5
Elgin Community College	Martha Boling	4
Highland Community College	Phil McCarthy	3
Illinois Central College	Bill Lindgren	14
Illinois Valley Comm. Coll.	Elizabeth Cummings	7
John A. Logan College	Carl Cottingham	3
Joliet Junior College	Richard Brandolion	7
Kankakee Community College	Donna Lenfest	6
Kaskaskia College	Jack DuHasek	5
Kennedy-King College	Noel Grego, Mrs.	4
The Felician College	Sister Mary Rudnik	4
Kishwaukee College	Norbert J. Berning	3
Lake Land College	Charles Kauderer	5
Lewis & Clark Comm. College	Beverly Humphries	3
Lincoln Land Comm. College	Deane Hill	17
Loop College	Ira Peskind	8
Mayfair College	Dwight Chapman	8
McHenry County College	Howard Dunlap	3
Moraine Valley Comm. Coll.	William Klecka	18
Oakton Community College	Joseph Borowski	10
Olive-Harvey College	Mohmoud Shalabi	4
Parkland College	Dave Johnson	16

COMMUNITY JUNIOR COLLEGE	ADMINISTRATOR/DIRECTOR LIBRARY/LRC AS OF 6/74	# OF RESPONDENT
Praire State College	George Fox	7
Rend Lake College	Imogene Book	5
Sauk Valley	Duane Paulson	4
Shawnee Junior College	Morton Wright	2
Southeastern Illinois Coll.	Melba Patton	1
Southwest College	Marilyn Mayer	3
Spoon River College	Shirley Reed	3
State Com. Coll. of East. St. Louis	Dr. W.J. VanGrunsuen	4
Thornton Comm. Coll.	Mary Alice Smith	3
Triton College	Mary L. Lowrey	6
Waubonsee Comm. Coll	Kenneth Allen	7
William Rainey Harper Coll.	Dr. George Voegel	20

APPENDIX C

LIST OF ADMINISTRATIVE AND TECHNICAL TASKS OF PERSONNEL

ADMINISTRATIVE TASK CATEGORY

Handling general administrative responsibilities as head of library.

Handling general administrative responsibilities as head of media center.

Handling public relations and interpretation of library/LRC to community.

Conferring with administrators and faculty concerning library operations, programs and budgets.

Planning for expanding program of media service.

Maintaining lines of communication with the college administrative offices.

Supervising work of the nonprofessional library staff.

Conducting in-service, or on-the-job training program for library staff.

Conducting evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcomes.

Providing leadership in determining educational objectives of library services.

Developing long-range library/LRC plan cooperatively with faculty and administration.

Conducting library staff meetings.

Planning and maintaining library buildings and quarters.

Planning personnel (selection, development, and evaluation).

Handling legislation, taxation, and public financing.

Evaluation of programs and services offered for college and community.

Planning information storage and retrieval systems.

Establishing policies concerning maintenance of materials.

Supervising college film production.

Supervising video tape production for the college.

Organizing and operating reference services.

Helping to determine specifications for purchase of audiovisual equipment.

Administering inter-library loan services.

Selecting and arranging for acquisition of serials.

Keeping abreast of current trends in the publishing industry.

Planning systems of scheduling and delivery of materials and equipment.

Establishing policies and procedures for circulation of materials.

Planning for reorganization and relocation of materials collections.

Conferring with faculty and administration regarding selection of audio-visual equipment.

Establishing cataloging and classification policies.

Developing new circulation systems.

Enlisting faculty participation and recommendations in evaluating and selecting materials.

TECHNICAL SKILL CATEGORIES

Supervising general reference services.

Planning, preparing, and arranging bulletin boards, displays, and exhibits.

Initiating projects and activities relating to the library and its resources.

Organizing and conducting special activities for interested groups within the community.

Assisting in and providing materials for extra-curricular activities (lecture clubs).

Compiling individual reading guidance lists for students.

Identifying students with reading and study problems and seeking ways to help them.

Keeping a record of each student, including such information as progress, reading record, interests, needs, and abilities.

Participating in or conducting guidance conferences with teachers and/or parents regarding individual problems.

Informing faculty of innovations, research, and current developments in education.

Informing faculty of available in-service workshops and courses, professional meetings, and educational resources of the community.

Assisting teachers in locating bibliographic data.

Informing teachers of new library services, materials, A-V equipment.

Supervising use of Cable Television (CATV) programs.

Utilizing computer retrieval information services.

Serving disadvantaged and alienated--outreach programs.

Serving the aged.

Serving local agencies and institutions (e.g., nursing home, youth home, city government).

Serving professionals, evaluations, and associates (lecturers, lawyers, teachers, businessmen).

Seeking and reviewing new materials for the purpose of classification.

Compiling and revising book catalogs of print and non-print materials.

Filing pamphlets, clippings, pictures, and other nonbook file materials.

Preparing materials for dial-access and computer equipment.

Producing specialized materials for exhibits or other needs.

Making simple display devices for use in instruction (e.g., felt boards, bulletin boards, etc.).

Duplicating or copying print materials for instructional use.

Designing and maintaining materials for instructional use (e.g., slides, filmstrips, charts, graphs).

Designing original publicity materials, posters, bookmarks, and other graphic displays.

Developing handouts for orientation systems.

Operating equipment for automated retrieval systems.

Delivering and collecting materials and equipment.

Ordering and returning materials and equipment from distance and/or other material centers.

Planning cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks.

Planning and discussing library-centered topics, units, and activities with teachers.

Developing new uses for materials and equipment.

Engaging in research activities relative to educational media and media center programs.

Working with teachers to design innovations in instruction.

Orienting faculty, students, community, etc. to library.

Assisting students to develop competency in library and study skills.

Developing and directing individual reading guidance programs.

Guiding reference and research work of small and large groups.

Assisting with assignments done in the library.

Giving instruction in the use of audiovisual equipment.

Maintaining circulation files and records.

Checking out materials (print and non-print).

Assisting in inventorying audiovisual and other equipment.

Handling clerical and secretarial aspects of correspondence (i.e., sorting, filing, typing, mailing, etc.).

Typing notices, requisitions, bulletins, bibliographies, letter, stencils, orders, etc.

Searching for and verifying bibliographic data in trade catalogs.

Preparing and assembling bibliographic data for ordering.

Placing call numbers, classification numbers, copy numbers, etc., in/on books and other materials.

Mounting or laminating pictures, clippings, slides, etc.

Determining methods and procedures for preparation of materials.

Labeling library materials such as pamphlets, pictures, and clippings.

Repairing books and other printed materials.

Preparing materials for bindery.

Maintaining, repairing, and making minor adjustments to audiovisual equipment.

Setting up audiovisual equipment such as projectors and tape recorders.

Assisting teachers and students in the use of production techniques.

Compiling materials lists and abstracting printed materials for faculty and students.

Evaluating and selecting print materials.

Evaluating and selecting non-print materials.

Assigning accession or copy numbers.

Determining whether issues are missing.

Unpacking and checking new materials and equipment received, and verifying invoices with shipment and order.

Developing research programs in libraries.

Reviewing recent library research.

Working with student advisory groups to improve library services.

Planning community surveys--development of survey questionnaires.

Developing automated services.

Conducting and participating in workshops for teachers on production techniques.

Conducting workshops for teachers in use of materials.

Analyzing statistical reports and data.

Training student audiovisual aides and library aides.

Working conditions--equal opportunity employment, affirmative action programs.

Working cooperatively with regional education and library service units.

Planning budget systems (including Program Planning Budgeting System).

Writing and editing news articles, promotional materials, and notices for school and local papers.

Planning and participating in meetings to present the functions and services of the library to interested groups and community organizations.

Answering ready-reference questions.

Handling acquisitions statistics.

Searching existing collections to determine needs.

Completing various business forms (e.g., requisitions for material).

Assisting individual teachers in curriculum planning.

Developing search logic and tactics.

Conducting the reference interview.

Recataloging and reclassification.

Cataloging and classification of media.

Verifying bibliographic data for cataloging purposes.

Classifying and cataloging all types of print materials.

Classifying and cataloging all types of non-print materials.

Maintaining reserve collection, assembling and clearing as required.

Assisting in preparation of college ratio program.

Building and evaluating library collections.

Arranging for and conducting preview and evaluation session of materials.

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APPENDIX D

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